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ABSTRACT

Strategies are suggested that can be used by teachers who are trying to get Black Dialect speaking students to speak and write the General Dialect. The approach takes into account the fact that all speakers are not on the same level. The need for careful pre-testing and determination of class rank is suggested, as are various ways of evaluating student progress. Vocabulary building is emphasized along with techniques that may be used in general communication skills. The main teaching strategy recommended is that of using second language teaching approaches such as comparison and language drills. A syllabus outline is provided, followed by 14 individual lessons on: introduction to the course; Black Dialect as a variety of English; omission of "s" third person singular; formation of the past tense; formation of the perfect tense; invariable be, negative be, zero copula; omission of auxiliary verbs and of verbs pertaining to the senses; formation of the plurals of nouns; formation of the passive case of nouns; various forms of pronouns; over inflection of nouns, adjectives, adverbs, and verbs; multiple negation; inverted word order; and final review lesson. A Black Dialect Pre-test, unit tests, and post-test are included. The materials may be used in pre-service and in-service training programs, in junior and senior high school English classes, in college and graduate level classes, and as self-instructional materials. (LB)

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A Guide for Teaching Standard English to Black Dialect Speakers

by

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Table of Contents

General Introduction

Lesson I Introduction to Course

Lesson II Black Dialect as a Variety of English

Lesson III Omission of S--Third Person Singular

Lesson IV Formation of the Past Tense

Lesson V Formation of the Perfect Tense

Lesson VI Invariable Be, Negative Be, Zero Copula

Lesson VII Omission of Auxiliary Verbs and of Verbs Pertaining to the Senses

Lesson VIII Formation of the Plurals of Nouns

Lesson IX Formation of the Passive Case of Nouns

Lesson X Variant Forms of Pronouns

Lesson XI Over Inflection of Nouns, Adjectives, Adverbs, and Verbs

Lesson XII Multiple Negation

Lesson XIII Inverted Word Order

Lesson XIV Final Review Lesson

Pre-Test and Answer Key

Unit Tests

Post Test

Glossary of Literary Terms

Suggested Approaches Which May Be Used With This Guide

The following suggested teaching strategies which may be used with this Guide might be a partial answer to many of the problems which English teachers face in trying to get their Black Dialect speaking respondents to speak and write the General Dialect, that dialect which educated men and women are expected to know. This approach is one which takes into account the fact that all speakers of the variant dialect are not on the same level in terms of their familiarity with the prestige dialect. Some are more conversant with the forms of the General Dialect than others. For example, while many respondents have no problems in making their subjects and verbs agree, they might have problems using the forms of the past participle; thus, they might say, "He eats well," while they might also say, "He done me a favor."

The implication of this fact for teachers is that all respondents should be pretested carefully, in an effort to see whether or not they need all or part of the subject matter presented herein. Furthermore, when this writer was co-authoring The Morphological and Syntactic Features of Black Dialect,[1] she and the other authors discovered that it is best to require respondents to make an 80% score on the accompanying Black Dialect tests which they used. A respondent who falls below that level, they decided, should be encouraged to review the materials and retake the appropriate test. The favorable results, as evidenced in the growth of the respondents in that project, would seem to underscore the use of 80% as a cut-off

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[1]Theresa R. Love, Gordon Wood, Bryce Van Syoc, Identifying the Morphological and Syntactic Features of Black Dialect. National Resource and Dissemination Center (Tampa: University of Southern Florida), 1973.

point. Thus, the respondents in this project might also profit from reviewing the subject until they make this score.

The decision as to what lessons a given respondent or group of respondents should study should be left to the teachers involved in this Field Testing Program. However, it would be desirable if all teachers would do the following:

1. Check each respondent's rank in the English classes completed before beginning this Black Dialect program. Such a procedure would be helpful since educators are now saying that class standing is a better predictor of success than performance on nationally standardized tests. This is also important so that the respondents who are enrolled in the program will have already shown possibilities of success.
2. Give the language section of the California Achievement Test (CAT).
3. Give the accompanying "Black Dialect Pre-Test."
4. Compare the results of the "Black Dialect Pre-Test" with those of the "California Achievement Test."
5. Give "Black Dialect Post-Test" and CAT at end of course of study.
6. Compare results.

It would also be desirable if the participating instructors would develop other methods of evaluating respondent progress. For example, they might encourage respondents to tape their conversations and listen to them, making a check list of all deviant forms. Respondents should also be asked to write a theme. An item analysis of all Black Dialect forms should be made.

It may be noticed that this program consists of materials which stress vocabulary building, as well as techniques which may be used in the communication skills in general. Perhaps such an understanding will help respondents realize their language problems better.

Several teaching strategies are suggested. The main one is that of using second language teaching approaches such as comparison and language drills.

Some of the approaches depend on repetition drills, which are designed to help respondents concentrate on the forms of the General Dialect which accompany the study of each of the thirteen morphological and syntactic features of Black Dialect.

It may be helpful to know that these materials may be used in a number of ways: in pre-service and in in-service training sessions, in junior and senior high school English classes, in college and graduate classes, as well as as self-instructional materials. More specifically, they might be used as outlined:

I. In Pre-Service Classes

1. As a means of helping prospective teachers understand the nature of language, in general, and that of Black Dialect in particular.

2. As a means of helping those planning to teach to understand the nature of their respondents' first language, thereby sensitizing them to the fact that their respondents' speech is a natural linguistic phenomenon.

3. In linguistic classes.

4. In methods classes whether geared toward elementary, junior high or senior high school or college classes in English.

II. With In-Service Teacher Training Programs

1. In methods classes and seminars, whether geared toward the elementary or secondary English teachers, especially with those teaching the disadvantaged.

2. In pre-school conferences, workshops, and institutes, as a means of sensitizing teachers to the need for creative and meaningful teaching strategies.

3. As a means of helping teachers overcome what has often been a negative attitude toward Black Dialect, as a <u>bona fide</u> variety of English.

III. As Self-Instructional Materials

1. As a means of self-improvement in individual cases. (Since each lesson is independent, respondents might want to study lessons dealing with particular features of the dialect.)

2. As a means of helping foreign respondents understand their own native dialects better. (This is especially true of all descendents of black Africa, since there are a number of similarities between Black Dialect and some African dialects.)

It may be noted that these materials stress vocabulary building, the communication skills, and the usage of the General Dialect, as well as that of Black Dialect. Furthermore, an effort has been made to indicate reasons for relevant linguistic phenomena--why all nouns in the former dialect do not form their plurals in the same way, for example. Hopefully, by the end of the course, respondents will understand the General Dialect better as well as that of the variant speech patterns.

Syllabus Outline

and

Individual Lessons

Suggested Syllabus for Teaching Standard English
to Black Dialect Speakers

Lesson I (One Week) Introduction to Course

1. Discussion of what respondents hope to gain from the course. Understanding the three basic American Dialects--the Eastern Dialect, the Mid Western dialect, and the Southern Dialect, with emphasis on Black Dialect as a variety of Southern English.

2. Discussion of course objectives, format, and requirements.

3. Taking of Pre Test and California Achievement Test.

Lesson II (One Week) Black Dialect as a Variety of American English

1. Ascertaining the morphological and syntactic differences in the General Dialect and in Black Dialect as a social dialect of the Southern Dialect.

2. Listening to exercises, such as directed dialogue and dialogue interpretations.

Lesson III (One Week) Omission of s Signal to Indicate the Third Person, Present Tense

1. Study of Lesson, pp. 1-3.

2. Working in groups in which respondents create their own pattern drills, based on the speech feature being studied. Respondents listen to the drills which they have written and taped.

Lesson IV (Two Weeks) Formation of the Past Tense

1. Study of Lesson IV, pp. 4-7.

2. Engaging in exercises which allow respondents to imitate drills, directed dialogues, and structured drills, always striving for accuracy and perfection in using English morphological and syntactic patterns. (Respondents should be encouraged to respond automatically from habit formation.)

3. Engaging in more advanced drills, by means of free response drills, conversation, defining words, describing events, etc.

Lesson V (Two Weeks) Formation of the Perfect Tense

1. Helping respondents acquire a conception of the uses of different verb forms to indicate specific time slots. Concentrating on Black Dialect forms and on how they agree with or differ from those of the General Dialect. Comparing of verb forms in selections of reading materials illustrating verb forms of different dialects.

   Examples: Have respondents give standard forms of verbs:

   Well, no! I can't tell whar he lives
   Because he don't live, you see:
   Leastways, he's got out of the habit
   of livin' like you and me.
   Where has you been for the last three year
   That you haven't heard folks tell
   How Jimmy Bludso pass in his checks
   The night of the Prairie Belle?

2. Making respondents aware of the tendency of many to omit such endings as ed's, ing's, and s's.

3. Participating in detailed discussion of lesson; readings from teacher-selected materials designed to aid learning of words and more difficult verb forms. Taping of respondent readings of these works; reading of newspapers, magazines, and journals, for example, moving gradually on to technical works, such as readings in nursing, engineering, and agriculture.

4. Helping respondents understand Lesson III. Learning the differences in the simple tense forms and in the perfect tenses.

Lesson VI (One Week) Auxiliary Be, Negative Be, Zero Copula

1. Helping respondents become aware of the historical background of be, that it is composed of several verbs and that it originated from the Anglo-Saxon "beon." They might be made aware of the principal parts of "beon."

Present	Past	Past Participle
is, am, are	wæs, wære	beon

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[2]This lesson is very important in view of the fact that some Black Dialect speaking respondents do not use the perfect tenses. Instead, they use the simple present or the simple past, for example.

2. Helping respondents understand that many Black Dialect speakers use the verb "be" without inflecting it. As such, they may say, "I be thinking all the time," as well as "Like, when I be doing all that talking."

3. Working on other helpful exercises. Some of these are as follows: respondents copying works containing phrases, sentences, grammatical forms mastered through listening, speaking, and reading, beginning with sentences which are completely familiar and progressing to more complicated forms, especially different verb forms.

4. Writing of sentences, paragraphs, and compositions by respondents using standard usage forms, Compositions should proceed from simple to more complex subjects. Respondents should be asked to read and design appropriate cartoons, using either Black Dialect or General Dialect. Subjects for writing should be meaningful, the historical background of "All Saints' Day," for example.

5. Discussing of the prevelance of the invariable be in Black Dialect. Helping respondents write sentences using General forms.

6. Completion of appropriate test.

Lesson VIII Omission of Auxiliary Verbs and of Verbs Pertaining to the Senses

1. The following exercises should prove valuable in helping respondents understand the importance of including auxiliary verbs and of verbs pertaining to the senses.
   a. Helping them understand the meaning of the word "auxiliary." Asking them to devise sentences in which they omit such verbs. Example: "I cold."
   b. Asking them to write three sentences making sure that they include all auxiliary verbs. Example: "I am cold."

2. Respondents might also become aware of their tendency to omit verbs pertaining to the senses by making a list of words pertaining to the senses, "taste," for example. Thus, "It tastes good," rather than "It good."
   a. Asking them to monitor their friends' speech to become cognizant of the frequency of the omission of verbs pertaining to the senses.
   b. Asking them to write the sentences which the friend used, making sure to include the target verbs.

3. Completion of appropriate test.

Lesson VIII (One Week) Formation of Plurals of Nouns

1. Helping respondents engage in the following activities:
   a. The making of a list of proper nouns and one of common nouns, using each in a sentence. They might change a list of singular nouns to plural nouns and then use them in sentences.

b. Noting that s is placed at the end of some nouns to indicate plurality, even when a number is present, as in "My mother has two sisters." Much attention should be given to repetition exercises as a way of making respondents cognizant of the various ways of forming the plurals of nouns.

2. Completion of appropriate test.

Lesson IX (One Week) Formation of Possessive Case of Nouns

1. Stressing ways of forming the possessive case. A point which might be stressed is that: (a) some nounds add 's to the noun, for example, dog's and man's; some nouns which are plural still carry the apostrophe, for example men's; (b) also show that capital nouns show possession in several ways. If the noun ends in an s, an apostrophe only may be added. However, if it ends in another letter, the 's should be used. In order to reinforce these points, it might help to have respondents draw up lists of words which fall into various categories and then exchange papers. Respondents may then use the appropriate signals; (c) stress use of possessive case. Respondents may make lists and follow procedures as shown in a.

2. Completion of appropriate test.

Lesson X (One Week) Variant Forms of Pronouns

These two subjects may be combined when having respondents take part in various activities.

1. Helping respondents learn how to decline personal pronouns.

2. Reminding respondents that personal pronouns do not carry -s's to indicate plural, that hence the possessive case of it is its, not it's, which is the contraction of it + is.

3. Having respondents write themes in which they discuss Paul Laurence Dunbar's poem, "The Party."

4. Helping respondents learn that the correct form of a given pronoun is to show that: a pronoun immediately following a preposition is often in the possessive or the objective case, never in the nominative, unless it is the subject of a clause.
Thus: a. He gave it to him.
b. He gave it to his brother.

NOT

a. He gave it to he.
b. He gave it to him brother.

BUT

He gives it to whoever deserves it. (Whoever is the subject of the verb within the clause.)

5. Explaining differences in the use of the pronominal appositive in the General Dialect and in Black Dialect.

6. Have respondents write sentences in which they use the "Existential It," as an expletitive. Have them write sentences using there as an expletitive. Show that the latter is preferred.

7. Completition of appropriate test in Guide.

Lesson XI (One Week) Over Inflection of Nouns, Adjectives, Adverbs, and Verbs

1. Helping respondents study carefully Lesson XI in Guide.

2. Reading with them Paul Lawrence Dunbar's "The Party." Help them identify overinflection of grammatical forms. Let them make a list of these and then write sentences in which they change them to the General Dialect.

3. Completion of appropriate test in Guide.

Lesson XII (One Week) Multiple Negation

1. Showing facts that this grammatical form was acceptable until the Eighteenth Century, that persons who were not linguists reasoned that since a double negative in mathematics makes a positive, the same must hold true in English; stress the fact that this is one of the greatest losses in English, because it is emphatic.

2. Helping respondents read medieval literature to note use of double negatives. Then have them rewrite sentences in the General Dialect of modern English.

3. Completion of appropriate test in Guide.

Lesson XIII (One Week) Inverted Word Order in Indirect Questions

1. Demonstrating that inverted word order is a common feature of Black Dialect. It might also be helpful to have them make up a number of indirect questions and have classmates give spontaneous answers to them.

2. Completion of appropriate test in Guide.

Lesson XIV (One Week) Final Review Lesson and Post-Testing

Course Outline

I. Discussion of personal objectives

II. Discussion of course objectives

III. Discussion of course format and requirements

IV. Taking of Pre-Test and California Achievement Test

Black Dialect as a Variety of English

I. Discussion of the differences in the several American Dialects

II. Taping of conversations

III. Reading and discussion of materials identifying features of Black Dialect

Omission of S
Third Person Singular

I. Vocabulary

Directions: Words vary in meaning according to the contexts in which they appear. Hence, the definitions which are given in this and other vocabulary lists are the results of the meanings of the words in the reading exercises in which they appear. Learn the meaning of the following words.

1. colored: a racial distinction, designating bi-racial South Africans.
2. discriminate: to make a clear differentiation, often on political bases.
3. establishment: an exclusive group of powerful people.
4. token: one who represents a superficial effort.
5. compromise: a settling of differences.
6. demeaning: to debase one's self.

II. The Explanation

Speakers or writers who do not put an s on the end of the third person present tense are not following the rules of General English. The conjugation of the verb eat in the third person, present tense will make this practice clear:

Present Tense

Singular	Plural
1. I eat	1. we eat
2. you eat	2. you eat
3. he, she, it eats	3. they eat

III. Reading Exercise: Please read silently while I read orally.

One of my favorite stories is "Debbie, Go Home." It was written by Alan Paton, a South African author. The story is based on a philosophy called "Existentialism," which states that we are in an insane world, but, that in spite of this, we must make sound judgments. Here is a summary of the plot of the story.

A colonial family in South Africa consists of a mother, daughter, father, and son. Each year the governor of their area gives a ball in which he presents selected colored girls to society.

The mother considers it a great honor for her daughter to be recognized, even if the ball is only a "token" of good will. She and the daughter do not tell the father.

When he learns that the mother and daughter plan to take part in the festivities, the father is upset because a law has been passed making it possible for coloreds to be fined at any time. The son, a college student, plans to picket the ball. The family is divided as to what should be done.

In the end, the father, who wants to write a letter of protest but cannot do so himself, asks the son to write one for him. At the same time, the mother asks the son to encourage the father to let the daughter participate. The son tells the father that he will write the letter only if he lets the sister make her debut. The father agrees. There is still the problem of his sister's "coming out dance." In an effort to side step what might turn out to be an embarrassing situation, the brother promises to picket at the back of the building in which the dance will be held. He does, and is allowed to carry a sign, "Debbie, Go Home."

You will see from this story that each person had to compromise in one way or another. Thus, Paton's story insists that there is a need for all of us to make sound judgments in this crazy world.

IV. Repetition Exercise

Directions: Repeat after me.

1. Alan Paton is a South African author.
2. He believes in "Existentialism."
3. This is a philosophy which states that the world is insane.
4. Yet, we must make sound judgments.
5. In the story, the author presents three points of view.
6. The story revolves around an annual debutantes ball given by the governor.
7. The daughter has been invited to be a debutante.
8. The mother agrees that this is good.
9. She thinks that her daughter should be allowed to be treated as a "lady" once in her life.
10. The father disagrees.
11. He sees no sense in taking any part in a corrupt government.
12. The son agrees with the father.
13. Meanwhile, a law has been passed which allows the fining of the father at any time.
14. He asks his son to write a letter about this open discrimination.
15. The son intends to picket the ball.
16. This would be embarassing for his sister.
17. His mother asks him to make the father change his mind.
18. He tells his father he will write the letter if he lets his sister go.

19. The father agrees to let the sister be presented, if the son writes the letter.
20. The son agrees to picket behind the building, rather than embarass his sister.
21. Thus, in the end, there is a solution to the problem.

V. Questions and Answers

Directions: Answer the following in complete sentences.

1. What is existentialism?
2. What is insane about the world in which the colored family lives?
3. What kind of ball does the sister want to attend?
4. What does the mother think about this?
5. Why is the father upset?
6. Does he want his daughter to make her debut?
7. Why does he take this stance?
8. What does the son feel about this?
9. What does he do to help the family come to a decision?
10. What does the son do with regards to his own plans?

VI. Writing Exercise

Write a paragraph in which you take sides with one of the characters in "Debbie, Go Home." Put yourself in his place. What would you have done? Was anybody right or wrong?

Formation of the Past Tense

I. Vocabulary

Directions: Learn the meaning of the following words.

1. fashionable: conforming to current style.
2. hostility: antagonistic actions or thoughts.
3. hazel-colored eyes: yellowish brown.
4. "Pop the Whip": a children's game in which each participant holds the hand of the one next to him and runs, pulling those on the end of the line around in whip-like fashion.
5. assured: to make certain.
6. deliberately: purposely.
7. snaggletooth: a tooth that is broken or not in line with the others, or is missing entirely.

II. The Explanation

You will remember that each verb has three principal parts: the present, the past, and the past participle. Here are some examples:

Present	Past	Past Participle
walk	walked	walked
give	gave	given
let	let	let

There are three things which the alert respondent will notice at once. Some verbs form their principal parts by adding ed. Some change their internal vowels. Some do not change at all. The first group of verbs are called regular verbs. The second are called irregular verbs, as are those which make no changes. Most English verbs belong to the first group. There are, however, many which belong to the second. If you are not sure as to whether or not a verb is regular or irregular, you should check a good grammar book or a dictionary.

Some Black Dialect speakers get the forms of these verbs mixed up. This is especially true of the irregular verbs. Since there are so many regular verbs, these speakers tend to add ed to form the past tense of these irregular verbs, just as they would do when forming that of regular verbs. Thus they may say, "He gived me a coat yesterday."

Here is a short list of some of the irregular verbs:

Present	Past	Past Participle
arise	arose	arisen
blow	blew	blown
do	did	done
drink	drank	drunk
forget	forgot	forgotten
freeze	froze	frozen
lead	led	led
let	let	let
run	ran	run
shake	shook	shaken
throw	threw	thrown

The most important thing to remember here is that in indicating the past tenses of irregular verbs, you have only to use the forms of the verbs listed under the heading "Past."

As was indicated above, some add the ed signal to their irregular verbs as a means of indicating past time. There are those who follow another practice, that of using the past participle to indicate the past:

1. Christ arisen on Easter morning.
2. He seen her yesterday.
3. Don't try to fool me, because I know you done it.
4. I torn my dress on that nail.
5. His balloon flown away.

On the other hand, a speaker of the General Dialect would say the following:

1. Christ arose on Easter morning.
2. He saw her yesterday.
3. Don't try to fool me, because I know you did it.
4. I tore my dress on the nail.
5. His balloon flew away.

Thus the Black Dialect speaker must be careful to avoid forming the past tense by adding ed signals to irregular verbs and using the past participle for the past tense. He must remember to use the principle parts under the heading "Past."

III. Reading Exercise

Directions: Please read silently, while I read orally.

I remember that day in September when I first went to school. In those days, it was fashionable for little girls to wear bloomers

which came down to their knees. The outfit which I wore was orange and white. I was very happy to be going to school like other "big" girls. However, I was not prepared for the hostility with which the other children greeted me. They took one look at my hazel-colored eyes and dubbed me "cat eyes." During the noon recess, a seventh grade girl insisted on my playing "pop the whip." She assured me that if I got on the end, she would hold by hand tightly, preventing me from flying through the air. Instead, just when the "whip" reached its fastest pace, she deliberately let go of my hand, and I was thrown to the ground. My knees and elbows were bruised and bleeding. When we returned to the classroom, a boy who was sitting in front of me noticed that I had shed my two front teeth, and he pointed me out to his friends and said that I was "snaggle toothed." To be truthful, my first day in school was one of the most miserable days of my life.

IV. Repetition Exercise

Directions: Repeat after me.

1. The little girl began school in September.
2. She wore an orange and white dress.
3. The other children were not kind to her.
4. She had hazel colored eyes.
5. For this reason, they nicknamed her "Cat Eyes."
6. A seventh grade girl promised to protect her, if she played "Pop the Whip."
7. Instead, she turned her loose.
8. She was badly hurt.
9. A little boy called her "snaggle tooth."
10. He did so because she had shed her front teeth.
11. She says that her first day in school was one of the most miserable days of her life.

V. Questions and Answers

Directions: Answer the following questions in complete sentences.

1. In what month did the little girl begin school?
2. What did she wear the first day?
3. Why did the children nickname her "Cat Eyes"?
4. What is "Pop the Whip"?
5. What did the larger girl promise the small one?
6. Did she keep her word?
7. Why did the little boy call her "snaggle tooth"?
8. How does she view her first day at school?

VI. Writing Exercises

Directions: (1) Copy the reading exercise word for word; (2) Make a list of all the underscored words. Then indicate whether they are regular or irregular verbs. (3) Make a list of their principle parts, being sure that you underscore each word listed under the heading, "Past."

Formation of the Perfect Tenses

I. Vocabulary

Directions: Learn the meaning of the following words.

1. aggravated: to make worse.
2. consorted: to be in agreement with.
3. sentries: guards.
4. hover: to linger close to.
5. sap: any plant juice or fluid.

II. The Explanation

The perfect tenses are used to show the specific time of the occurrence of an action.

1. The present perfect shows that an action was begun in the past and is continuing into the present (I have been here for sometime).
2. The past perfect shows that an action took place before a given time in the past (He had had his operation by this time last year).
3. The future perfect shows that an action will be completed before a given time in the future (Next week, he will have reached his seventy-fifth birthday).

You will remember that a speaker or writer who wishes to indicate the present will use the first part of the principal parts of a given verb. You will also remember that one who wishes to indicate that something which will take place in the future, or that it may be going to take place, must use shall or will with the present tense of the verb.

In each case, the writer must use the third part of the verb with certain helping verbs: has, have, had, shall have, or will have. These must be placed before the desired past participle. Let us illustrate this usage by using both regular and irregular verbs.

Present	Past	Past Participle
walk	walked	walked
eat	ate	eaten
lie	lay	lain

Here are the perfect forms of each of the above.

Present Perfect (walked)

Singular	Plural
1. I have walked	we have walked
2. you have walked	you have walked
3. he, she, it has walked	he, she, it has walked

Past Perfect

1. I had walked	we had walked
2. you had walked	you had walked
3. he, she, it had walked	they had walked

Future Perfect

1. I shall have walked	we will have walked
2. you will have walked	you will have walked
3. he, she, it will have walked	they will have walked

Present Perfect (eat)

1. I have eaten	we have eaten
2. you have eaten	you have eaten
3. he, she, it has eaten	they have eaten

Past Perfect

1. I had eaten	we had eaten
2. you had eaten	you had eaten
3. he, she, it had eaten	they had eaten

Future Perfect

1. I shall have eaten	we shall have eaten
2. you will have eaten	you will have eaten
3. he, she, it will have eaten	they will have eaten

N.B. There are two things which should be stressed here. Black Dialect speakers often follow the system of that dialect by omitting endings, as we have noted before. However, such a practice is not acceptable in some speech communities. Therefore, speakers and writers should be careful to (1) add the ed signals to their verbs as demonstrated above and (2) to add the s suffix when necessary.

Present Perfect (lie)

Singular	Plural
1. I have lain	we have lain
2. you have lain	you have lain
3. he, she, it has lain	they have lain

Past Perfect

1. I had lain	we had lain
2. you had lain	you had lain
3. he, she, it had lain	they had lain

Future Perfect

1. I shall have lain	we shall have lain
2. you will have lain	you will have lain
3. he, she, it will have lain	they will have lain

III. Reading Exercise

Directions: Please read silently, while I read orally.

The strangeness of Africa tightened around me as the driver who had met me at the airport skidded along the muddy road. The pre-dawn darkness, aggravated by the rain, blotted out everything but the white shirts of the boys who trotted along the shoulders of the unprotected roads. Curious, I asked, "Why are those children out so early?"

"They are collecting the sap from the rubber trees, ma," the driver said. "They have been out since early morning."

I wondered why they were required to work when the rain was coming down in sheets, but I did not ask.

As time went on, Africa continued to reveal her strangeness. There were the huge, black rocks which show that the land had been eroded by tropical winds and storms. There were the tall ant hills, taller than a man, which looked like so many sentries guarding the streets and byways. There were the fishermen slicing the blue Atlantic in their large canoes, and there was the royal blue sky hovering over the ocean, locking the fishermen in a world of only themselves, the water, and the sky.

"She has been long gone," they sang. "But she will be back come festival time, for she will have learned that no man loves like me."

IV. Repetition Exercise

Directions: Repeat after me.

1. The narrator considers Africa a strange place.
2. She thinks it strange to see children trotting along in torrential rains.
3. She asks the driver why.
4. He answers that they are collecting sap from rubber trees.
5. He adds that they had begun much earlier.
6. She wants to ask why, but does not.
7. She sees the tall ant hills standing like sentries.
8. They are taller than a man.
9. She is also interested in the huge black rocks which dot the landscape.
10. She surmises that the ancient land has been eroded by centuries of tropical winds and storms.
11. She watches the fishermen as they row homeward.
12. The blue water and the royal blue sky seem to enclose them.
13. They sing a song about a woman who has run away.
14. They say that she will have returned by festival time.
15. She will return because she will have realized something.
16. She will have realized her true love.

V. Questions and Answers

Directions: Using one of the perfect tenses whenever you can, answer the following.

1. On what kind of road does the narrator travel?
2. She says that everything has been blotted out except what?
3. Why are the children out so early?
4. Does she agree with this practice? How do you know?
5. What does the narrator think of the tall ant hills?
6. With what does she compare them?
7. What do the black rocks tell about the history of Africa?
8. Where have the men in the canoes been?
9. Why do you think the writer says that the water and the sky have locked the fishermen in a world or their own?
10. The men sing about a sad incident which they say will end happily. Why do you think that this is possible?

VI. Writing Exercise

Directions: Write two sentences in which you use each of the perfect tenses.

Invariable Be, Auxiliary Be, Negative Be, Zero Copula

I. Vocabulary

Directions: Learn the meaning of the following words.

1. exceptions: exclusion.

2. requirement: an obligation.

3. traditional: passing down customs from one generation to the other.

4. deleted: abolished.

II. The Explanation

Black Dialect speakers often use the verb be in a way that differs from that of speakers of the General Dialect. The problem is that both regular and irregular verbs change very little when they indicate various time spans. For example, the principal parts of regular verbs are quite similar. Remember this example:

Present	Past	Past Participle
walk	walked	walked

On the other hand, irregular verbs indicate time by changing their internal vowels.

Present	Past	Past Participle
give	gave	given

You will note that, although changes must be made to indicate the time of an incident, the verbs walk and give undergo relatively few changes.

However, let us look at the verb be. The first thing that you will notice is that be is seldon used. The second thing is that be is an umbrella for several other verbs.

Present	Past	Past Participle
am, is, are	was, were	been

Study the forms of be as they indicate given time changes.

	Singular	Plural
1.	I am	we are
2.	you are	you are
3.	he, she, it is	they are

Past

1. I was	we were
2. you were	you were
3. he, she, it was	they were

Future

1. I shall be	we shall be
2. you will be	you will be
3. he, she, it will be	they will be

Present Perfect

1. I had been	we have been
2. you had been	you have been
3. he, she, it had been	they had been

Future Perfect

1. I shall have been	we shall have been
2. you will have been	you will have been
3. he, she, it will have been	they will have been

What are some of the differences which you see between this inflection of be and the inflection of other verbs? Some speakers use the "Invariable Be" at all times. This means that they do not inflect this verb--that they do not change its form as a means of indicating specific times. They just use be, not realizing that they should use the forms which make up the verb. For example, they might say:

Black Dialect

1. He be at church all the time.
2. He be at church whenever the sun is shining.
3. Every time I go there, he be eating.
4. He be messing around with them little girls.
5. He be here at anytime now.

Some speakers by analogy add an s to the word, just as they would when forming the third person singular, present tense of other verbs.

"That's just the way it be's sometimes."

A General Dialect speaker would say:

1. He is at church all the time.
2. He is at church whenever the sun is shining.

3. Everytime I go there he is eating.
4. He messes around with those little girls.
5. He will be here at any time.

In addition, many speakers of the variant dialect use the uninflected form of be plus a negative form, for example do and will not.

Black Dialect

1. He don't be telling the truth all the time.
2. Well, if my boy wouldn't be studying his lessons like I told him, I wouldn't be letting him go play.
3. I don't have no love or nothing.

General Dialect

1. He doesn't tell the truth all the time.
2. Well, if my boy wouldn't study his lessons as I told him to do, I wouldn't let him go play.
3. I have no love or anything.

Some Black Dialect speakers use the "invariable plus double negative be." This means that they use the invariable be with the negative form of the verb. Example: "He ain't hardly ever truthful."

III. Reading Exercise

Directions: Read the following, making sure that you underscore each form of the verb be.

"There are several reasons why a lot of students do poorly in English. Perhaps the biggest of these is that there are too many rules to remember. Furthermore, there are too many exceptions to a lot of these rules. The third reason is that often English teachers require students to do such things as speaking in complete sentences. Jeepers! Who talks like that! When I mentioned this to my parents, they said that this requirement helps students learn the structure of the English sentences. However, I believe that English teachers are too traditional. As for me, I am going to try to do the best I can, but I won't follow a practice which should have been dropped years ago. These "guardians of the language" should wake up."

IV. Repetition Exercise

Directions: Repeat after me.

1. The student complains that some students do poorly in English because there are too many rules.
2. She says that there are also too many exceptions to some of these rules.

3. She also doesn't like the requirement that students should often speak in complete sentences.
4. Her parents agree with the teachers.
5. To her, many English teachers are too conservative.
6. The student says that she will not follow a practice which should have been dropped years ago.
7. She sarcastically calls English teachers "guardians of the language."

V. Questions and Answers

Directions: Answer the following questions, making sure that you use a form of the verb be whenever possible.

1. Cite one reason why some students do poorly in English, according to the student cited above.
2. What does she say about the number of grammatical rules in the language?
3. What does she think about the requirement of making students speak in complete sentences?
4. Do you think that there are too many exceptions to the grammatical rules of English?
5. Do the student's parents agree with her?
6. If not, what do they think?
7. Is the student right in saying that he will not adhere to the teachers' request?

VI. Writing Exercise

Directions: Write two sentences in which you use each of the words underlined in the paragrah above.

Omission of Auxiliary Verbs and of Verbs Pertaining to the Senses

I. Vocabulary

Directions: Learn the meaning of the following words.

1. analyze: to determine the nature of.
2. component: an element of.
3. ingredient: an element of a compound.
4. transparent: capable of transmitting light so that objects may be seen through.
5. second lining: frenzied dancing.
6. antics: pranks.
7. dirt yards: yards without grass.

II. The Explanation

Directions: Please read silently while I read orally.

Black Dialect differs from the General Dialect in still another way. In the former dialect, parts of the verb be are often omitted when they appear before a main verb. Thus, the Black Dialect speaker may say, "Where you going?" On the other hand, the speaker of the General Dialect would say, "Where are you going?" Remember that the verb be should not always be used. For example, a speaker may say, "He is going to be the next king." It is only when it is a helping verb that it should be omitted.

Although the verb be is the most commonly omitted verb, there are others: for example, verbs pertaining to the senses. Some of these are appear, feel, smell, and taste. As such, a speaker of Black Dialect may say, "He happy today." However, a speaker of the General Dialect would say, "He feels happy today."

III. Reading Exercise

Directions: Please read silently while I read orally.

There is an undefinable strangeness which blankets southern Louisiana. It is impossible to analyze the many components of this strange atmosphere. It might be the heavy fog which frequently enshrouds the highways, the city streets, and the country langes, not only in the big cities, but in small villages like Scotlandville, Zachary, or Baker. Some might say that it is the gray, crocheted Spanish moss which hangs like Christmas tree decorations from ancient oaks. Or, perhaps, it is the variety of Nature's fearsome

creatures which hide in the swamps or in holes between the rows of honey suckle bushes which follow the bayous. On the other hand, there are Nature's little toys which may account for the State's uniqueness. Some of these are the small crawfish which often live in pencil-like holes in dirt yards. Children like to play with them and so they often call down into the holes, "Doodle, doodle, come up. You mamma's house is on fire!" Sometimes these toy-like creatures emerge with their transparent bullet-proof vests firmly in place, as if ready to do battle. The children scream with delight.

However, it may be that the strangeness of Louisiana results from its own special traditions, for where else can one find a day when a whole city goes crazy, when adults dress in long johns and go from house to house calling out "Mardi Gras," expecting gifts in return? Or where else can one see hundreds of blacks stand silently around a grave, reverently giving Death his due, until that magic moment when the preacher says, "Ashes to ashes, and dust to dust." How would a startled tourist anticipate that at this very moment, the band which has played long meters until this time will blast out New Orleans jazz, while the crowd, now in a frenzy, begins dancing wildly (called "second lining"), all the way to a tavern, called the "Bumble Bee."

On second thought, it may be that Nature's antics and the strange customs, remnants of the cultures of the several races which have inhabited that land for generations, have combined to fashion the special earmarks of that area.

IV. Repetition Drill

Directions: Repeat after me.

1. Southern Louisiana is blanketed by strangeness.
2. It is difficult to say why.
3. Sometimes there are heavy fogs which cover a large area.
4. From the trees hangs Spanish moss which looks like Christmas decorations.
5. There are many frightening creatures hiding in the bayous.
6. There are some small, curious looking creatures also.
7. They live in pencil-like holes in dirt yards.
8. These are miniature crawfish which wear transparent shell-like bullet-proof vests.
9. Children like to entice them to come out of their holes with a peculiar entreaty.
10. Many racial groups have had a hand in the making of Louisiana's strangeness.
11. One peculiar custom which has grown out of this is "second lining."

V. Questions and Answers

Directions: Answer the following in complete sentences, using auxiliary verbs whenever possible.

1. Louisiana is said to be blanketed in what?
2. Does the narrator know why?
3. What does the narrator think of the heavy fog which sometimes covers the area?
4. What hangs from the ancient oak trees?
5. What is a bayou?
6. What kind of animals frequent the swamps and bayous?
7. What game do children like to play with one of these small animals?

VI. Writing Exercise

Directions:

1. Write a paragraph in which you describe the area around your hometown. Be sure to use auxiliary verbs or verbs pertaining to the senses. Underscore each of them.

2. Write ten sentences in which you use verbs pertaining to the senses.

Formation of the Plurals of Nouns

I. Vocabulary

Directions: Learn the meaning of the following words.

1. commute: to travel back and forth.
2. exclusive: selective.
3. initiate: to introduce to.
4. vulnerable: susceptible to injury.
5. circumvent: to avoid.
6. harassment: to irritate.
7. insulated: isolated.

II. The Explanation

The tendency of English to lose its endings may be one of the reasons that Black Dialect speakers often omit final s's and es's when using plural nouns. Linguists call this practice a "Noun Zero Plural." Here are some examples:

1. He was playing with those little girl(s).
2. He did not want me to go down those dark street(s).
3. He counted ten, eleven, twelve car(s).

Perhaps it should be pointed out that there is a growing tendency among speakers of the General Dialect to omit various kinds of linguistic signals. This may be noticed in the speech of news commentators, and even on advertisement signs--"can vegetables," instead of "canned vegetables." Even so, educated men and women are expected to use plural forms when necessary.

Perhaps, it should also be pointed out that all English words do not show plurality by adding s or es. For example, many nouns have been taken into the language from foreign languages. Often, these are still inflected as they are in the language from which they were taken. Here are some examples: phenomenon is singular, but its plural is phenomena. It is a Greek word. The word alumnus is a Latin word. Therefore, it has special endings not only to show plurality, but also to show sex. Hence the singular for a male graduate is alumnus, but for a woman, the word becomes alumna. For female graduates, the word should be alumnae, but for male and female graduates, it should be alumni.

Additional information about the plurals of nouns may be found in Lesson XI, p. 32.

III. Reading Exercise

Directions: Please read silently while I read orally.

My friend Mary attends one of the largest universities in the United States. It has an enrollment of thirty thousand students. There is a shortage of campus housing. Many students at the university live at home and commute to the campus. Some live in boarding houses or with local families. When Mary first went to the University, she, like most students, lived in one of the dormitories. However, the members of an exclusive sorority asked her to move in with them. Later on, she was initiated and, as a result, became a soror.

Because she is a member of a sorority, Mary is invited to many social affairs. She says that she would never have met all of the members of the fraternities which she now meets, if she did not belong to a sorority. However, she insists that her main purpose at the university is to major in the social sciences--not in social activities. Therefore, she does not try to go to all of the parties to which she is invited. Instead, she chooses only those which fall on weekends. As a result, she enjoys a wholesome social life, and makes good grades too.

One of the requirements of becoming a member of Mary's sorority is to go through "Hell Week," a period during which pledges endure severe punishment as an indication of whether or not they really want to become "sorority girls." For example, one of Mary's big sisters had her blindfolded and then took some hot ice and traced the Greek letters which are symbolic of the name of the sorority on Mary's forehead. She tried to upset Mary psychologically by telling her that she had branded her with a hot iron. Then this cruel soror told the pledge that she was going to stick red hot knives to her arm and against her legs. As if this was not enough, she made Mary crawl over some mushy Eskimo Pies which she had placed on a sheet. However, the most cruel thing which she did was to make Mary eat spaghetti cooked in castor oil, telling her that she was eating worms.

What the big sister didn't know was that all of this was in vain, for one of Mary's little sisters had warned her about such tricks. Hence, Mary wore two pairs of jeans with padding in vulnerable places. So, although she had to eat the nasty food, Mary was not really hurt.

IV. Repetition Drill

Directions: Repeat after me.

1. Mary attends one of the largest universities in the United States.
2. It has an enrollment of 30,000 students.
3. Because there are so many students, there is not enough campus housing.
4. As a result, some students must commute.

5. Some live in boarding houses.
6. Others live in private homes.
7. Mary, however, lives in one of the most exclusive sorority houses.
8. Because she belongs to an exclusive sorority, Mary is invited to many parties.
9. At these parties, she meets a lot of fraternity men.
10. However, Mary realizes that she is in college to earn a degree in the social sciences, not in social activities.
11. Thus, she is discriminating in the parties which she chooses to attend.
12. Consequently, she enjoys a wholesome social life and makes good grades also.

V. Questions and Answers

Directions: Answer the following in complete sentences.

1. How many students attend Mary's university?
2. Do all of the students live on campus?
3. When they live off campus, where do they live?
4. Where does Mary live?
5. What happens because Mary lives there?
6. Does Mary attend all of the parties to which she is invited?
7. Why does Mary choose to be so discriminating?
8. What is the result of her making careful choices?

VI. Writing Exercise

Directions: You will note that in the reading exercise some words are underscored. Choose five of these and tell why their plurals have taken their particular forms.

Formation of the Possessive Case of Nouns

I. Vocabulary

Directions: Learn the meaning of the following words.

1. language arts: studies dealing with reading, writing, speaking, and listening.
2. photographic essay: a group of photographs dealing with a single subject.
3. seminar: a small group of college or graduate students who engage in original research.
4. professor: a teacher or instructor in a college or university.
5. scientific: relating to science.

II. The Explanation

Frequently, speakers of Black Dialect do not show possession. Linguists call this practice the "Noun Zero Possessive." In the General Dialect, speakers must indicate possession. This may be done in several ways.

1. The possession of proper nouns must be shown. If a noun ends in s, you may simply place an apostrophe after the word or you mau add an apostrophe and s.
   a. Dickens' best book is Bleak House.
   b. Perhaps, Dickens's worst novel is Hard Times.
2. The possession of common nouns must be indicated.
   a. This is the dog's house.
   b. This is the cat's paw.
3. The possessive case of inanimate objects may be shown by the use of the of possessive.
   a. This is the top of the pole.
   b. This is the bottom of the chair.
4. Most plural nouns show possession just as do the singular nouns. This means that they add the 's: the women's club.
   a. the women's club
   b. However, there are some special cases, group nouns, for example. The word "flock" refers to a group of animals. In forming the possessive case of such words you may use either the 's or the of possessive: "The flock's leader" or the "leader of the flock."

III. Reading Exercise

Directions: Please read silently, while I read orally.

Gladys is a student in Dr. Robert Williams' science class for elementary school teachers. She says that it is one of her favorite classes. The activity she enjoys most is the field trip. For example, every spring, Dr. Williams, a science teacher, and Dr. Donald Darnell, who teaches language arts to prospective elementary teachers, carry their classes on a trip near the university campus.

On the trips, the students in Dr. Williams' classes look for plants which may be eaten. He then shares recipes with his students which show that these plants are good to eat. He is especially noted for his mushroom sauces.

The goal of Dr. Darnell's students is to find interesting things in nature about which their pupils might want to write. Once they found a robin's nest, which contained four blue eggs. Once student decided to make a photographic essay, stressing the stages through which the mother bird had to go before her "babies" grew up. Then he and the students wrote a story about the life of birds.

When the two professors have joint seminars, the future teachers cooperate in writing units. For example, they once say a long snake hanging from a tree. A gardener told them that the tree was the snake's home. The students wrote units about the lives of snakes. The units also included poems and stories about this creature as a part of nature.

IV. Repetition Exercises

Directions: Repeat after me.

1. Gladys is a student in Dr. Robert Williams' class.
2. It is a science class for prospective elementary science teachers.
3. Dr. Donald Darnell has a class for future elementary language arts teachers.
4. Every spring the two professors have joint field trips.
5. One professor shows his students how to teach their students to cook many wild plants.
6. Dr. Darnell's students look for subjects which have potential writing interest.
7. Once Dr. Darnell's students found a bird's nest.
8. One of the students made a photographic essay of the nest, eggs, and the development of the young birds.
9. He also took pictures of the mother as she cared for her "birdlets."
10. The two professors then had their classes cooperate in the writing of units incorporating their experiences.

V. Questions and Answers

Directions: Answer the following questions in complete sentences.

1. Who is Gladys' teacher?
2. Why does he take his students on field trips?
3. What do they look for on the trips?
4. What is the name of the professor who teaches language arts?
5. What does he have students do?
6. What did they find one day?
7. What kind of activity emerged from this experience?
8. What do the two groups do when they work together?

VI. Writing Exercise

Directions: Here is a list of words. Use them in sentences which require the use of the possessive case.

1. Carl
2. Dickens
3. William
4. teacher
5. students
6. table
7. herd
8. sorority
9. dog house
10. hospital
11. scarf
12. university

Variant Forms of Pronouns

I. Vocabulary

Directions: Learn the meaning of the following words.

1. characterization: the attribute which reveals the personal qualities of a character.
2. disposition: habitual frame of mind.
3. framework: a basic arrangement.
4. incensed: angered.
5. presumptuous: pushy.
6. evident: obvious.
7. uncertain: doubtful.

II. The Explanation

Directions: Please read silently, while I read orally.

A pronoun is a word which may be used in place of a noun. Pronouns are very important stylistically, since they help a speaker or writer to obtain variety in his work. For example, if we had to use a noun everytime we referred to a character, we would have something like this: "Mr. Brown is my chemistry teacher. Mr. Brown is very hard to please. Mr. Brown expects us to know everything." Notice the lack of monotony in the following: "Mr. Brown is my chemistry teacher. He is very hard to please. He expects us to know everything." Although you have already worked with the personal pronouns in English, let us look at them more closely.

Remember that these pronouns refer to persons, places, or things. Remember also that they must be used in accordance with the gender, number and case of the word for which they stand.

Nominative

	Singular	Plural
1.	I	we
2.	you	you
3.	he, she, it	they

Possessive Case

	Singular	Plural
1.	my, mine	our, ours
2.	your, yours	your, yours
3.	his, her, hers, its	their, theirs

Objective Case

1.	me	us
2.	you	you
3.	him, her, it	them

1. Some Black Dialect speakers use the nominative form in place of the possessive.

   Black Dialect: He friend is at the door.
   General Dialect: His friend is at the door.

   or

   Black Dialect: That is they house.
   General Dialect: That is their house.

2. Some use hybrids of "his" and of "hers."

   Black Dialect: He hit hisself.
   General Dialect: He hit himself.

   Black Dialect: This book is hisn.
   General Dialect: This book is his.

   Black Dialect: This book is hern.
   General Dialect: This book is hers.

3. Again, some Black Dialect speakers use nominative case pronouns, for possessive case forms.

   Black Dialect: I don't like they sweaters.
   General Dialect: I don't like their sweaters.

4. Some add the s signal when it is not needed.

   Black Dialect: This car is mines.
   General Dialect: This car is mine.

5. Some Black Dialect speakers use a demonstrative pronoun in addition to a noun.

   Black Dialect: This here boy is crazy.
   General Dialect: This boy is crazy.

6. Some speakers of this variant dialect use the objective form of a given pronoun instead of the intensive form of the pronoun.

   Black Dialect: I bought me a new car.
   General Dialect: I bought myself a new car.

7. Often Black Dialect speakers use a pronominal oppositive. In other words, they name the subject and then rename it.

   Black Dialect: My father he was fired yesterday.
   General Dialect: My father, who worked for Ford for thirty years, was laid off yesterday.

8. Still another feature of the deviant dialect is the frequency of the recurrence of the word it as an expletive instead of there.

   Black Dialect: Yes, it is a disco in Edwardsville.
   General Dialect: Yes, there is a disco in Edwardsville.

III. Reading Exercise

Directions: Please read silently, while I read orally.

When I was a graduate student at a large mid-western university, a young black woman whom I knew began work on master's degree in English. Her husband had told her not to do so, for, he said, it is the duty of women to look pretty for their husbands and to bear them children. She told me that she had tried to reason with him, but to no avail, and so she had just packed her suitcase and come to the university anyway.

I learned all of this after our classes in Shakespeare. We used to sit together during class, and afterwards go to the "Rathskeller," which was the campus hangout. There we purchased coffee, seated ourselves, and discussed Cynthia's problems. I insisted that we shared the same opinions, that hers were mine.

In time, however, my friend began having other troubles. We took an examination in which our professor asked us to discuss the characterization in Shakespeare's King Lear. My friend said that Goneril and Regan have nasty dispositions like their father, the King, but that their sister, Cordelia had a kind and forgiving disposition like their mother. Disgusted with the answer, our professor tore it to shreds at the next class period, pointing out that a critic must stay within the framework of a given composition--that Shakespeare had not given Cordelia a mother, and that, consequently, she had none. He implied that my friend was not only presumptuous, but stupid as well. I felt sorry for Cynthia because I knew that her failure was occasioned by her never having taken literary criticism.

A few weeks later, Cynthia's problems became even more serious. It became evident that she was pregnant. Her inability to make up for her poor educational background and her pregnancy were too much for her, and so she withdrew from the university and went back to her husband. I never heard from her again, but I have often wondered how he received her, for, after all, it was he who had won the "battle of the sexes."

IV. Repetition Exercise

Directions: Repeat after me.

1. The narrator and Cynthia attended a midwestern university.
2. Cynthia's husband believed that women should make themselves pretty for their husbands.
3. He also believed that they should bear children for them.
4. Cynthia left her husband and went to the university.
5. Cynthia and the narrator took a class in Shakespeare.
6. They sat together during class.
7. They became friends.
8. Cynthia discussed her problems with the narrator.
9. After class, they would go to the campus hangout, the "rathskeller."
10. There they would drink coffee.
11. Their conversation always revolved around Cynthia's problems.
12. The narrator supported Cynthia's point of view.
13. Cynthia's problems began to pile up.
14. On an examination, the professor had asked the students to discuss characterization in King Lear.
15. Cynthia had said that Goneril and Regan are mean like their father, King Lear.
16. She said that Cordelia was kind and sweet like her mother.
17. The professor was incensed.
18. During the next class period, he discussed Cynthia's answer in class.
19. The professor said that a critic has to stay within the framework of the composition being analyzed.
20. Thus, he said, Cordelia had no mother.
21. He added that Cynthia was presumptuous to give her one.

22. Cynthia, who had never had a course in literary criticism, was crushed.
23. Soon another problem emerged.
24. Cynthia discovered that she was pregnant.
25. Defeated by the two problems, she returned to her husband.
26. The narrator never heard from her again.
27. She often wonders how Cynthia's husband received her.
28. She believes that he had won the "battle of the sexes."

V. Questions and Answers

Directions: Answer the following in complete sentences.

1. In what course did the narrator and Cynthia meet?
2. Where did the two go after classes?
3. What is a "rathskeller"?
4. What did Cynthia and the narrator discuss?
5. What was Cynthia's problem with her husband?
6. Do you think that she was right in "disobeying" him?
7. Why does the narrator imply that Cynthia has had a poor educational background?
8. How do you think that her husband received Cynthia when she returned?
9. The narrator feels that Cynthia's husband has won what she calls "the battle of the sexes." What does she mean by that? Do you agree?

VI. Writing Exercise

Directions: Change the form of each underscored word in the reading exercise to its corresponding form in Black Dialect. Then change them back into its form in the General Dialect.

Example: He hit <u>himself</u>.

Black Dialect: He hit <u>hisself</u>.

General Dialect: He hit <u>himself</u>.

Over Inflection of Nouns, Adjectives, Adverbs, and Verbs

I. Vocabulary

1. good hearted: kind, generous.
2. customary: commonly practiced.
3. frivolous: trivial.
4. abhorrent: disgusting, loathsome.
5. inadequate: scanty, meager.

II. The Explanation

As you have seen in an earlier lesson, there are some groups of words which are already inflected. Hence, there is no need to add any plural endings to them. As a review let us look at some of these ways. Let us start with nouns.

1. The plural of most nouns is formed by adding s, es, or ies.
2. The plural of some other nouns is formed by changing their internal vowels, for example, goose (singular) and geese (plural).
3. Still other nouns have the same form for the singular and the plural. For example, sheep (singular) and sheep (plural).
4. The plurals of other nouns are formed by adding the suffix, ren. For example, child (singular) and children (plural).
5. There is a small group of nouns ending in f or fe, the plural of which is formed by changing the f to ves. For example, wife (singular) and wives (plural); thief (singular) and thieves (plural).

Be sure that you remember the above examples of how some singular nouns may be changed to plural forms.

Likewise, it should be noted that some adjectives and adverbs change to show the degree of comparison.

These have three degrees of comparison; they are the positive, the comparative, and the superlative. Let us look at these more closely.

1. The basic form of an adjective or of an adverb is called the positive degree. This means that we need not add an ending.
2. When two things are compared, we must use the comparative degree. This means that we may add er. Example: cold - colder or slow - slower; fast - faster.

3. When three or more things are compared, we must use the superlative degree. Thus, we may say, "This is the cutest baby." "This is the fastest river."

We also have other ways of showing degrees, that is, we may use more (with the comparative) or most (with the superlative). Which of these two forms we use depends on the number of syllables in a given word.

1. If a word has one syllable, we may add er or est: sick

Positive:	sick
Comparative:	sicker
Superlative:	sickest

2. If a given word has two syllables, we may either add the suffix er as above, or use more and most.

Positive:	pretty
Comparative:	prettier or more pretty
Superlative:	prettiest or most pretty

3. Now notice that the adverbs follow the same pattern.

Positive:	He drives violently.
Comparative:	He drives more violently.
Superlative:	He drives most violently.

When words have three or more syllables, we must use the more and most signals.

Positive:	beautiful
Comparative:	more beautiful
Superlative:	most beautiful

As you saw earlier, verbs must also be inflected. Notice the inflection of this verb in the present tense.

Singular	Plural
I eat	we eat
you eat	you eat
he, she, it eats	they eat

Note that only one form changes and that is the third person singular.

You have seen the ways in which nouns indicate (or do not) the plural and the ways in which adjectives and adverbs are compared. This has been done as a means of demonstrating the ways in which other words, prefixes, or suffixes change the meaning of a word. There is still another reason: if a word is already inflected, there is no need to add another suffix. This is called "over-inflection." It is a feature of Black Dialect. Furthermore, you have seen that an s suffix is added to the third person singular of the indicative mood only.

Examples of over inflection

Nouns: I have a goose.
You have two geese.
NOT
You have two gooses or two geeses.

Adjectives: She is beautiful.
She is the most beautiful girl I've ever seen.
NOT
She is the most beautifulest girl I've ever seen.

III. Reading Exercise

Directions: Please read silently while I read orally.

She was goodhearted "par excellence." She lived beyond the "Golden Rule." She loved everybody better than herself. She was not the most beautiful woman in town. She might have been more attractive, but she had no time for such frivolous things as mascara or curlers. Her house was the family's private hospital, and it would have been abhorrent to her to send the family's elders to a nursing home.

Yet she was not content to look after the needs of her family only. If she heard that a friend was sick, she customarily dug into her inadequate hoard and sent money to "help with the doctor's bills," she said. Even at eighty-one when she heard that a sister, brother, or friend was in need, she put on her threadbare coat and red felt hat and visited them. If, however, the unfriendly Louisiana heat was making its rounds, she draped her failing body with her faded dress and sallied forth--not, however, until she had made sure that her red felt "helmet" was in place as a protector. When she reached the sick person's house, she fed him a diet of faith and hope.

She was the Martha--not the Mary--of her family and friends. Thus she never married or went to nursing school like her sisters. She remained at home and looked after her unwell father. When the sisters, now nurses, returned, she considered it a privilege to wash and iron their stiff, white uniforms. Their success was somehow her own.

The rest is history.

IV. Repetition Exercise

1. The woman portrayed here is said to have surpassed the "Golden Rule."
2. She was not the most beautiful woman.
3. She thought mascara and hair curlers frivolous.
4. Her sick relatives always went to her home.

5. She would have thought it abhorrent to send the family's old people to a nursing home.
6. Although poor herself, she took money to others to help them pay their bills.
7. Even when she was eighty-one years old, she visited the sick.
8. If her visit was made during summer, she wore a faded dress and a red hat.
9. If her visit was made during the winter, she wore an old coat and the same hat.
10. She was the Martha--not the Mary--of her family.
11. The writer uses a biblical allusion to clarify her meaning.
12. This means that like Martha she looked after physical needs.
13. Mary was more philosophical than Martha.
14. She never married or went to a nursing school.
15. She preferred staying at home to help others.
16. She nursed her old father.
17. After her sisters graduated, she was happy to wash and iron their uniforms.
18. She felt that their success was her own.

V. Questions and Answers

Directions: Answer the following questions in complete sentences.

1. Did the heroine care for others more than she cared for herself?
2. Was she beautiful?
3. Could she have made herself more attractive?
4. Did she have help in caring for her sick relatives?
5. What did she think of nursing homes?
6. Why did she send money to the sick?
7. What did she do when she was eighty-one?
8. What did she wear if the weather was cold?
9. What did she wear if the weather was hot?
10. What does the writer mean by saying that she was the "Martha" of the family--not the "Mary?"
11. This is an allusion to what?
12. Did she ever marry?
13. When her sisters graduated from nursing school, what did she do?
14. The writer says that "she felt that their success was her own." Explain.

VI. Writing Exercise

Directions: A. You will notice that certain words are underlined in the reading exercise. Write them in a column and then tell whether they are nouns, adjectives, or adverbs. Then use them in a sentence in which you over inflect each.

Example: threadbare - adjective - "Her coat was more threadbarer than his."

B. You will also notice that there are a few verbs underscored. Select five and write them in sentences in which you overinflect them. You may have to change their tenses.

Example: Black Dialect: I counts my money.
General Dialect: She counts her money.

C. Change the Black Dialect froms listed below to the General forms. Then write them in complete sentences.

Example: Black Dialect: mens
General Dialect: men
I know the men in the company.

Black Dialect

1. gooses
2. foots
3. feets
4. policemens
5. freshmens
6. childrens
7. deers
8. dices
9. I clicks
10. they sings
11. more uglier
12. most ugliest
13. more better
14. most strongest mens
15. swims fastly

Multiple Negation

I. Vocabulary

Directions: Learn the meaning of the following words.

1. demon: a devil or evil being.
2. psychic: one who deals with extrasensory happenings.
3. priest: a member of the clergy, usually of the Catholic or Episcopal churches.
4. queer: strange.
5. apparent: obvious.
6. exorcism: to free from spirits.

II. The Explanation

In the General Dialect, only one negative element is allowed in a single clause. For example, a speaker of this dialect may say either of the following.

1. We don't know where we went.
2. If they don't come, they won't be given a make-up test.
3. Her husband is never home.
4. John wasn't in the parade.
5. My mother can't stand any noise.
6. Nobody can ever know the reason.

However, in Black Dialect, a speaker may say the following. Note that he may put two or three negatives in close proximity: no, not, hardly, and scarcely.

1. We don't hardly know anything.
2. If they don't come, they won't be given no make up test.
3. Her husband isn't scarcely at home.
4. John wasn't in no parade.
5. My mother can't hardly stand no noise.
6. Nobody can't never know the reason.

Notice that certain words and parts of words are underscored because they illustrate multiple negation. When speaking the General Dialect, a speaker must be sure to use no more than one negative element in a clause.

III. Reading Exercise

Directions: Please read silently while I read orally.

I just met a barefooted boy who was looking for two geese. His feet were all scratched up because he had walked through bushes with thorns on them. He said that he thought that some children and taken his geese. "They were the ugliest childrens I have ever seen," he said as he wiped the tears from his eyes. "If I don't find my geese soon, I am going to call the policemen," he added. Suddenly he cried out, "Look, there are two deer. I wish I had my rifle. When I see deer, and I have my rifle, I click the trigger and down they fall." With that he told me goodbye and left. I do not know whether or not he ever found his geese.

IV. Repetition Exercise

Directions: Repeat after me.

1. There are two deer.
2. There are two children.
3. These are the ugliest policemen I have ever seen.
4. When I have a rifle I click the trigger.
5. My feet are tired.
6. Those men are freshmen.
7. I have two dice.
8. I like her singing better than I like his.
9. They both sing well, however.
10. Mary swims fast.

V. Writing Exercise

Directions: Write a paragraph in which you tell a scary story. Be sure that you use no double negatives.

Inverted Word Order in Indirect Questions

I. Vocabulary

Directions: Learn the meaning of the following words.

1. Holy Trinity: God the Father, the Son, and the Holy Ghost.
2. tethered: tied to.
3. miraculously: of the nature of a miracle.
4. accolade: praises.
5. litany: a liturgical prayer consisting of phrases recited.
6. adherents: followers.
7. speculated: considered.
8. assessing: determining the value of.

II. The Explanation

In some languages, French, for example, the positions of words in a sentence are not critical. This is because the suffixes of the words show their relationship to other words in a given sentence. However, because English has so few endings, as you have already seen, it has become necessary to depend upon word order to determine word relationships. Here are two sentences. How do you know who the actor is, or who the victim is?

1. The bear ate the man.
   s v o
2. The man ate the bear.
   s v o

We know because even as small children we learn that the subject comes first, the verb second, and the object or complement last.

There are times, however, when the usual sentence pattern is inverted. For example, in Paradise Lost, the poet, John Milton, emphasizes Satan's downfall by putting the object first:

"Him from heaven He kicked."
 o s v

Thus, inversion may be used for emphasis.

A writer may also reverse the word order in his sentences when asking direction questions: "Where do you think you are going?" He may reverse the order of the words in sentences showing strong or sudden feelings. "A more stupid man I never met!? These are the three cases in the General Dialect in which the inversion of word order is acceptable.

However, in Black Dialect, there is one kind of inversion which is considered to be "appropriate." This occurs in indirect questions. In such cases, the verb comes before the subject: "I would be thinking about what did he give her?"

Now compare these two sets of indirect questions:

General Dialect: He was wondering if there is life on Mars.
v o s

Black Dialect: He was wondering could there be life on Mars.
v v

General Dialect: He was seeing whether he could fly like Superman.
s v complement

Black Dialect: He was seeing could he fly like Superman.
v s v complement

General Dialect: He was wondering how he could beat the deadline.
s v v o

Black Dialect: He was wondering could he beat the deadline.
v s v o

There are two things which you will notice:

1. In the General Dialect the words if, whether, and how are embedded in indirect questions, thereby helping to maintain the s-v-o structure.

2. In Black Dialect, if, whether, and how are omitted, and consequently, the sentence structure is inverted.

III. Reading Exercise

Directions: Please read silently while I read orally.

There is in the United States, an unusual religion which draws a respectable number of adherents. Some believe in it and practice its rituals openly. Others believe in it, but they guard their practice so closely that even their husbands and their beaux do not suspect that they are tethered by a potent power, wrapped up in a small piece of black paper, folded nine times and stuck into the right toes of their shoes.

Anyone who wants the help of this religion needs only to go to Algiers, its capitol city, which is just across the river from New Orleans, go to the Greyhound Bus Station and look for a dreamy-eyed black man, walk up to him and whisper, "A hand." He will give a knowing look. He should then slip a five dollar bill into his hands, and the contact will nod his head in the direction of his car. There is no need for fear. Within a few minutes the client will be face-to-face with a kind looking woman who is two-headed.

As for myself, I never had to go in search of information about voodoo. It just found me, on its own accord. Since my father was a preacher, friends were always visiting, sitting around the fireplace in winter, or on the porch in summer, especially when the moon was completely round. Many kinds of information were exchanged, but the most lively conversations occurred when the visitors speculated as to whether or not God had laid his hand on so-and-so, who was a sinner. On one such occasion, someone asked about Sister Dawson, who once seemed close to Death's door but astounded us with a miraculous recovery. All of us gave credit to Dr. Mills, the white country doctor, who carried different medicines in his black bag. Everyone began heaping praise upon him for his medical skill.

Sister Knox sat quietly looking at everybody out of the courners of her eyes. Finally, she said, "Dr. Mills, ain't had nothing to do with it." Again, she shifted her eyes from left to right and back again, assessing the effect she was having. "It was the roots," she continued. "You know, from the beginning I wondered if her sickness weren't unnatural. Then I knowed it, when old Dr. Mills said that he couldn't do her no good, and so I went to Algiers. I done what had to be done," she added, as if she needed to justify her actions. "I done went to Mother King's. She said that a black-skinned woman had put a spell on Sister Dawson. Mother said to give Fanny Dawson some water in which I had done boiled cockle burrs. She told me to let her drink nine swallows without breathing. She was to drink it for nine days. I gave her $7.00 to pay the spirits. Well, anyway, right or wrong, I gave the water to her like Mother said. Meanwhile, she got so sick that I do believe that she was thinking could I have given her some pision. As for me, I wonder so myself. On the thirteenth day, I was plating my hair when I heard Fanny hollow. I ran to the privy, and what I saw was almost my last. Dere right in front of my eyes she was throwing up frogs, sweatin' and heavin'. Everytime she throwed up, a frog jumped out. Dere was 'bout thirteen, not counting those which jumped out fore I came in. De Devil might be the Wooer, but God is de Do'er, so I look toward the risin' sun, and I said, 'Go back where you came from'! The frogs stopped coming out. Fanny was so weak that I had to drag her back to the house, but in a few hours de sickness left. So you see, it was God who healed her, not Dr. Mills."

Having said that, Sister Knox spit her tobacco juice in the direction of the cape jasmines, lifted her heavy body up, with the help of her cane, and walked down the dirt hard path to the gate.

Everyone else was still.

IV. Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. There is a secret religion practiced in the United States.
2. The capitol of this religion is Algiers, Louisiana.
3. Many practice it openly, some secretly.
4. Husbands and beaux do not realize that their loved ones are holding them by magic.
5. A person seeking help should go to the Greyhound Bus Station in Algiers.
6. There he will see a sleepy-eyed black man.
7. He should say to him, "a hand."
8. The contact will give him a knowing look.
9. The traveler should give him a five dollar bill.
10. The contact will then nod his head toward his car.
11. The traveler will then nod his head toward his car.
12. The contact will take him to a two-headed woman.
13. This means that she is a psychic.
14. The narrator's father was a preacher.
15. Friends always visited her home.
16. They enjoyed discussing whether or not God had laid His hand on some sinner.
17. Sister Dawson had been very sick.
18. They thought that Dr. Mills had healed her.
19. Sister Knox told them some startling information.
20. She said that she had gone to Algiers to Mother King's.
21. Mother King told her to boil some cockle burrs in some water.
22. She said that Fanny Knox should take nine swallows without breathing for nine days.
23. Fanny Knox became very ill.
24. She became suspicious that her friend had poisoned her.
25. Her friend began to think that she might have done so too.
26. Sister Dawson went to the privy.
27. She started throwing up frogs. She screamed.
28. Hearing her, Sister Knox ran to help her.
29. When she saw the frogs, she told them to go back to where they had come from.
30. Then she walked away from her listeners, who were stunned.

V. Questions and Answers

Directions: Please answer the following in complete sentences.

1. In what geographic region is a secret religion practiced?
2. What city in Louisiana is its "capitol?"
3. Do some practice it secretly?
4. What is meant by the statement "that some who are its victims never know?"
5. What should a person seeking help do?
6. What kind of man will they find there?
7. What words should the seekers say?
8. How will the contact look?
9. What should the traveler slip him?
10. What will the contact do then?
11. Should the clients be afraid?
12. Where will the guard take him?
13. What is meant by the statement that she is "two-headed?"
14. What was the profession of the narrator's father?
15. How did the narrator learn about voodoo?
16. What did her friends enjoy doing?
17. What had been Sister Fanny Dawson's condition?
18. What is meant by the statement that she was miraculously healed?
19. To whom did everybody give the credit?
20. What startling knowledge did Sister Knox reveal?
21. Where had she gone?
22. What was the name of the woman she met?
23. What did she say?
24. What did she tell Sister Knox to do?
25. What did Sister Knox suspect that her friend was thinking?
26. What did she, in turn, think?
27. What did Sister Knox see?
28. What did Sister Knox do?
29. What did she tell the frogs?
30. What did Sister Knox then do?

VI. Writing Exercise

Directions: Although the indirect questions in this packet have been written in General English, they may easily be changed to the kind of indirect questions which are used in Black Dialect. Find them and then rewrite them in Black Dialect. Then change them back into the General Dialect.

Example: General Dialect . . . the visitors speculated as to whether God had done this to so-and-so.

Black Dialect . . . the visitors wondered did God done laid his hand on her.

Final Review Lesson

Certain concepts have been evident throughout these instructional materials: (1) many blacks speak a kind of English in which certain syntactic and morphological speech features occur with great enough regularity to suggest that they are a part of a highly structured linguistic system; (2) the number of persons who speak it is sufficient enough to establish it as a separate speech community.

With these concepts in mind, let us review the main ideas of the lessons which you have studied:

General Dialect	Black Dialect
1. The suffix s added to the third person singular verb.	1. The suffix s often omitted from third person singular verbs.
2. The suffix ed added to the past tense of regular verbs.	2. The suffix ed often omitted as a sign of the past tense.
3. The perfect tenses used to indicate definite time frames	3. Use of the perfect tenses infrequent. If used, ending usually omitted.
4. Auxiliary verbs and verbs pertaining to the senses expected.	4. Auxiliary verbs (or copulas), especially forms of be often omitted, as are verbs pertaining to the senses: "It cold" not "It is cold."
5. Parts of strong verbs used in traditional forms. "He gave me some money."	5. By analogy, signals of weak verbs added to strong verbs to indicate tenses. "He gived me some money."
6. Past participle used with helping verbs. "He has done it."	6. Past participles often used instead of perfect tenses. Ex. "He done it."
7. The various parts of the verb "be" used, as inflected.	7. Use of invariable be, as auxiliary verb, or as main verb. "He watching all the time." "He be watching all the time."
8. Plural endings expected: s, es, ies, among others.	8. Endings often omitted. Ex. "That boy works."
9. Noun plurals formed by internal vowel changes or by the suffix ren expected. Ex. "geese" and "children"	9. Often, by analogy, suffix s added to indicate plurals. Ex. foots and "brotherens" resulting in over-inflection.

10. Possessive case of nouns formed by addition of 's, s', if speaking of something that lives. Of possessive for dead objects: hence, books of Dickens' but top of the table.	10. Often signals omitted. Hence, "the boy cap," and also use of possessive infrequent.
11. Use of twenty-eight pronouns, which use is traditional. Also use of double subject, if a number of words intervene between first and second subject, "My mother, who had a heart attack, she is doing quite well now."	11. Use of variant forms, such as mines. Also use of it as an expletive, and of pronominal appositives, such as this example, "My mother she . . .."
12. Noun plurals and noun possessives follow set patterns, as indicated above.	12. Nouns frequently overinflected, hence, freshmens. Probably the result of analogy or of hypercorrection.
13. Adjectives, adverbs, and verbs follow traditional practices. (See discussion in appropriate lessons.)	13. Adjectives, adverbs, and verbs often over inflected. Thus, such forms as most prettiest, more uglier, the fish swims more faster, and I eats.
14. Use of no more than one negative in a sentence: "She can't stand all of that noise."	14. Use of as many as three negatives in one sentence: "She can't hardly stand no noise.
15. Must follow standard word order in indirect questions: S-V-O or complement, in indirect questions: "I wonder how he did that. s v o	15. Use of inverted word order in indirect questions: "I wonder how did he do that." v s v o

*Perhaps, it should be underscored here, that speakers of Black Dialect, do not speak the variant dialect at all times. As Love, Van Syoc, Wood study shows, they shift from the forms of one dialect to another. (See The Syntactic and Morphological Features of Black Dialect, p. 10.)

Omission of s
Third Person Singular

Part I. Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. Gilbert eats a lot.
2. He likes steak.
3. A steak costs a lot these days.
4. So he contents himself with stew meat.
5. Angilee, Gilbert's sister, does not eat well.
6. She likes to study.
7. When she studies hard, she forgets to eat.
8. When she does eat, she often eats sandwiches.
9. She eats like "The Earl of Sandwich." the inventor of the sandwich.
10. History tells us that he loved to play billiards.
11. So he did not want to stop playing.
12. He told his servants to put his meat between two slices of bread.
13. This act gives us the term "sandwich."
14. Chancellor Woods likes smart students.
15. He thinks everybody should work hard.
16. He says that America was built on the Protestand Work Ethic.
17. This means that everybody should work hard.
18. He thinks like Captain John Smith who had the same idea.
19. Terri Lynn loves to play tennis.
20. She plays every day.
21. She wins most of her matches.
22. She plays the piano, too.
23. She plays with the St. Louis Symphony.
24. Tomorrow, she plays a piano solo at the Loretta Hilton.
25. She intends playing Chopin's "Warsaw Concerto."
26. An ensemble from the Symphony plans to accompany her.
27. Dr. Rider loves acting.
28. He plans playing Scrooge in Dickens' "Christmas Carol."
29. He thinks that he is a good actor.
30. When he wants to do so, he sounds just like the proverbial Scrooge.

Part II. Questions and Answers

Directions: Answer the following in complete sentences.

1. What does Gilbert like to do?
2. What does he like to eat?
3. Does he eat steak often?
4. What must he do instead?
5. Does John's sister eat a lot?
6. Why does she eat so little?
7. What happens when she studies hard?
8. When she does eat, what does she eat?
9. Whom does she eat like?
10. What does history tell us about the Earl of Sandwich?
11. What does Chancellor Woods like?
12. What does he believe in?

13. With what famous American does he agree?
14. Does Chancellor Woods believe that everybody deserves to rest?
15. What game does Terri Lynn like to play?
16. How often does she play it?
17. Is she a good instrumentalist?
18. What instrument does she play?
19. With what famous symphony does she play?
20. What does she plan doing at the Loretta Hilton Theater?
21. Who plans to accompany her?
22. What is Dr. Rider interested in?
23. What role does he plan playing in Dickens' "A Christmas Carol?"
24. Is he suited to the part?
25. Why does he want to play in this production?

Part III. Writing Exercise

Directions: Write a paragraph with the following as the topic sentence: "My English professor loves to teach." Be sure that you include at least five third person singular verbs. You should have at least eleven sentences.

Formation of the Past and Perfect Tenses

Part I. Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. He was the last heavyweight champion.
2. They were in the kitchen when the stove blew up.
3. When I got home yesterday, I had already eaten my lunch.
4. I had already paid her dues.
5. She had already paid her dues.
6. She gave him a hard way to go.
7. We gave him a helping hand.
8. He ran all the way to the store.
9. Julia Rice lived to be one hundred and twelve years old.
10. She was born a slave.
11. She had only one tooth by the time she was ninety.
12. Her sone tried to make her pull it.
13. She called him a fool.
14. Criminals are jerking gold chains off people's necks.
15. Last week, some crook knocked a man's gold tooth out of his mouth for the same reason.
16. They tried to sell it to a jeweler.
17. Yesterday was Sunday, and I went to church.
18. Jim went to church also.
19. He will have completed the requirements for his degree by next month.
20. I shall have completed my work also.
21. When the robber tried to snatch my purse, I sprayed mace on him.
22. After that I began to watch all suspicious looking men.
23. Although I walked five miles, I did not lose a pound.
24. I laid bricks yesterday.
25. My friends wished me a happy birthday.
26. My mother baked me a beautiful cake.
27. She then gave me some iced tea.
28. The ice cream was vanilla.
29. I made straight A's in Spanish.
30. I majored in Spanish.

Part II. Questions and Answers

Directions: Answer the following in complete sentences.

1. Who was he?
2. Where were they when the store blew up?
3. What had I done by the time I reached home yesterday?
4. What else had I done?
5. What had she already done?
6. What did she give him?
7. What did we do to him?
8. What did he do all the way to the store?
9. How long did Julia Rice live?
10. What was her status when she was born?
11. How many teeth did she have when she was ninety years old?
12. What did her son want to do?

13. What did she say he was?
14. What are some criminals now doing?
15. What did some do last week?
16. What did they try to do to the jeweler?
17. When did I go to church?
18. What did Jim do?
19. What will he have done by the time he is twenty?
20. What will I have done also?
21. What did I do when the robber tried to snatch my purse?
22. What did I do after that?
23. Although I walked five miles, what did not happen?
24. What else did I do yesterday?
25. What did my friend do?
26. What did my mother do?
27. What else did she do?
28. What kind of ice cream was it?
29. What kind of grades did I make in Spanish?
30. What field did I major in?

Part III. A. Writing Exercise

Directions: Write a paragraph in which you must use verbs in the perfect tenses. For example, you might write a paragraph with the following topic sentence: "At the end of this semester, I will have graduated from college."

B. Directions: Fill in the spaces with an appropriate verb form corresponding with the appropriate sentence in Part I.

1. He _____ the last heavyweight champion.
2. They _____ in the kitchen when the stove blew up.
3. When I got home yesterday, I _____ _____ my lunch already.
4. I _____ already paid my dues.
5. She _____ already paid her dues.
6. She _____ gave him a hard way to go.
7. We _____ gave him a helping hand.
8. He _____ all the way to the store.
9. Julia Rice _____ one hundred and twelve years old when she died.
10. She was _____ a slave.
11. She _____ only one tooth by the time she was ninety years old.
12. Her son _____ to make her pull it.
13. She _____ thought he was a fool.
14. The newspaper said that the current gold rush _____ _____ criminals to snatch gold chains from others' necks.
15. Some crooks _____ a man's gold tooth out.
16. They _____ to sell it to a jeweler.
17. Yesterday was Sunday, and I _____ to church.
18. Jim _____ to church also.
19. He _____ _____ completed the requirements for his doctorate by the time he is twenty.
20. I _____ _____ completed my work also.
21. When the robber _____ to snatch my purse, I _____ mace on him.
22. After that I _____ to watch all suspicious looking men.

23. Although I _____ five miles, I did not lose a pound.
24. I _____ the bricks yesterday.
25. My friends _____ me a happy birthday.
26. My mother _____ me a beautiful cake.
27. She then gave me some _____ tea.
28. The _____ cream was vanilla.
29. I _____ straight A's in Spanish.
30. I _____ in Spanish.

Auxiliary Be and Negative Be

Part I. Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. I am sad when my friend doesn't come.
2. Everything has gone wrong today. It's that way sometimes.
3. Jim is always absent from class.
4. Sue hardly ever thinks about Bill.
5. Janice says that sometimes her room suddenly gets cold.
6. Litwin says that that's a sign that a ghost is near.
7. When there is trouble, a policeman is nowhere around.
8. Most of the time Jack tries to avoid work.
9. Almost everywhere we go, my friend and I are late.
10. Some of the church stewards don't want to do anything but throw their weight around.
11. The minister said, "Young man, you hardly take an interest in your work."
12. The teacher never has time to help his students.
13. Last night our team lost. The players were dribbling too much.
14. She has psychic powers, and so she makes people vanish and appear at will.
15. The boys at school don't pay any attention to what they're doing.
16. "Don't you knock on my door at this time of night," Kim's mother said.
17. Some bridge players don't want to play when they are losing.
18. The diamond is so small that no one can see it.
19. Some girls don't do anything but daydream in class.
20. When there is an emergency, it's hard to find a taxi cab.

Part II. Questions and Answers

Directions: Answer the following questions in complete sentences.

1. What does the speaker say happens when her friend does not come around?
2. The speaker says that everything has gone wrong for her today. What explanation does the speaker give?
3. Does Jim attend class often?
4. What does Sue do regarding Bill?
5. What happens sometimes when Janice is in her room?
6. What explanation does Litwin give?
7. What does the speaker say about policemen?
8. What does Jack avoid most of the time?
9. Are the narrator and her friend punctual?
10. What do some of the stewards at church want to do?
11. What did the minister say to the young men?
12. Why doesn't the teacher try to help his students?
13. Why did the team lose?
14. What does the psychic do?
15. What is it that boys at school do not do?
16. What did the mother say to the late caller?
17. What do some bridge players try to do when they are losing?
18. How big is the diamond?
19. Do all of the girls daydream in class?
20. What happens when there is an emergency?

Part III. Writing Exercise

Directions: (1) Change each of the General Dialect sentences in Part I to Black Dialect. EXAMPLE:

General Dialect: The actress said, "I don't even think about him."
Black Dialect: The actress said, "I don't never think about him."

(2) Then rewrite the sentence in the General Dialect.

Omission of Auxiliary Verbs and of Verbs Pertaining to the Senses

Part I. Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. What are you doing, Sam?
2. The milk is too cold.
3. The coffee is too hot.
4. The pie is sour.
5. The children are too loud.
6. The babies are crying.
7. The stove feels hot.
8. The cream tastes sour.
9. The ice cream is too mushy.
10. He seems to be easily persuaded.
11. The speaker is here now.
12. The girls are looking sick.
13. Will they be sick tomorrow?
14. If they are, the play will be cancelled.
15. Honey, I sit there and watch the players go by.
16. Don't fool yourself.
17. Mary sits and cries constantly.
18. He looks "smooth."
19. He is always counting his money.
20. He is too "cool."

Part II. Questions and Answers

Directions: Answer the following in complete sentences.

1. What is Sam doing?
2. Is the milk all right?
3. Is the coffee all right?
4. What is wrong with the pie?
5. Are the children quiet?
6. Are the babies crying?
7. How does the stove feel?
8. Does the cream taste good?
9. Is the ice cream firm?
10. Is he easily led?
11. When will the speaker come?
12. Do the girls look healthy?
13. Will they be all right tomorrow?
14. If they are sick, will the play be cancelled?
15. What does the speaker say that he does?
16. What precaution is suggested?
17. What does Mary do?
18. How does the young man look?
19. What is it that the man is always doing?
20. What is the speaker's opinion of the young man?

Part III. Writing Exercise

Directions: Change each of the above sentences from the General Dialect to the Black Dialect.

Plurals of Nouns

Part I. Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. The men are ready to work.
2. The freshman are afraid.
3. The alumni association is helpful in recruiting students.
4. The women on the committee work hard.
5. The autumn leaves are beautiful.
6. There are two sweaters left from the sale.
7. The members of the class are anxious about their grades.
8. He threw me five kisses.
9. There are foxes in the subdivision.
10. St. Louis has one of the best zoos in the country.
11. There are three zeroes in the numbers which fall within the thousand category.
12. Everybody in Edwardsville grow his own tomatoes every summer.
13. These chairs are nothing but booby traps.
14. The strikers are getting some meaningful breakthroughs.
15. I hate bucket seats in cars.
16. The doctor told me to take two spoonfuls of medicine everyday.
17. Our mothers-in-law are anxious for their party to start.
18. I must have two cupfuls of coffee every morning.
19. The secretaries are always on time.
20. The Shaws are having a party tonight.

Part II. Questions and Answers

Directions: Answer each of the following in complete sentences.

1. What are the men ready to do?
2. How are the freshman?
3. Are the women in the club hard working?
4. Is the alumni association helpful?
5. How do the autumn trees look?
6. How many sweaters are left from the sale?
7. What are the class members anxious about?
8. How many kisses did my friend throw me?
9. It is true that there are foxes in the subdivision?
10. Where is one of the best zoos in this country located?
11. How many zeroes are in the number one thousand?
12. Are tomatoes scarce in Edwardsville during the summer?
13. What is wrong with these chairs?
14. Are the strikers making any break throughs?
15. What is it that I hate in cars?
16. What did the doctor tell me to do?
17. Why are our mothers-in-law anxious?
18. What must I have every morning?
19. Are the secretaries always on time?
20. What are the Shaws doing tonight?

Part III. Writing Exercise

Directions: Use the plurals of the following words in sentences.

1. purl stitch
2. scar
3. hymn
4. goblin
5. antelope
6. certificate
7. tongue
8. flea market
9. extortion
10. gentleman

Possessive Case of Nouns

Part I. Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. This is Helen's dress.
2. This dress in Helen's.
3. This is John's hat.
4. This hat is John's.
5. This is Mary's book.
6. This book is Mary's.
7. This is Dickens' story.
8. This story is Dickens'.
9. This is a story of Dickens.
10. This is Mr. Jones' store.
11. This store is Mr. Jones'.
12. This is a store of Mr. Jones.
13. This problem is Kathy's.
14. This is the President's ruling.
15. This is the ruling of the President.
16. This is the chief's regulation.
17. This is the regulation of the chief.
18. This is the Virgin Mary's robe.
19. This is the robe of the Virgin Mary.
20. This is the top of the car.
21. This is its top.
22. This is the naval band of the United States.
23. This is the United States' Naval Band.
24. This is Louisiana's capitol building.
25. This is its capitol building.
26. This is the wife of the President of the United States.
27. This is a citizen's right.
28. This is the right of a citizen.
29. This is a production of a Shakespearean tragedy.
30. This is a production of one of Shakespeare's tragedies.
31. This is John's Bible.
32. This Bible is John's.

Part II. Questions and Answers

Directions: Answer the following in complete sentences. Example:
Question - Is this Carol's dress? Answer - Yes, this is Carol's dress.

1. Is this Helen's dress?
2. Is this dress Helen's?
3. Is this John's hat?
4. Is this hat John's?
5. Is this Mary's book?
6. Is this book Mary's?
7. Is this Dickens' story?
8. Is this Dickens's story?
9. Is this a story of Dickens?
10. Is this Mr. Jones' store?

11. Is this store Mr. Jones's?
12. Is this Kathy's problem?
13. Is this problem Kathy's?
14. Is this the President's ruling?
15. Is this ruling the President's?
16. Is this the chief's regulation?
17. Is this a regulation of the chief?
18. Is this the Virgin Mary's robe?
19. Is this the robe of the Virgin Mary?
20. Is this the top of the car?
21. Is this its top?
22. Is this the Naval Band of the United States?
23. Is this the United States' Naval Band?
24. Is this Louisiana's capitol building?
25. Is this its capitol building?
26. Is this the wife of the President of the United States?
27. Is this a citizen's right?
28. Is this the right of a citizen?
29. Is this a production of a Shakespearean tragedy?
30. Is this a production of one of Shakespeare's tragedies?
31. Is this John's Bible?
32. Is this Bible John's?

Part III. Writing Exercise

Directions: Write twenty sentences in which you must use the possessive case of nouns.

Variant Forms of Pronouns

Part I

Directions: Answer the following in complete sentences.

1. Is this his book?
2. Is this book his?
3. Is this his car?
4. Is this car his?
5. Is this her book?
6. Is this book hers?
7. Is this her car?
8. Is this car hers?
9. Is this my book?
10. Is this book mine?
11. Is this my teacher?
12. Is this teacher mine?
13. Is this my cello?
14. Is this cello mine?
15. Is this your book?
16. Is this book yours?
17. Is this your school?
18. Is this school yours?
19. Is this our school?
20. Is this school ours?
21. Is this your bus?
22. Is this bus yours?
23. Is this your house?
24. Is this house yours?
25. Is this the dog's house?
26. Is this house his?
27. Is this the dog's bone?
28. Is this bone his?
29. Is this the cat's mat?
30. Is this mat hers?
31. Is this her mouse?
32. Is this mouse hers?
33. Is this their problem?
34. Is this problem theirs?
35. Is this their book?
36. Is this book theirs?
37. Is this the campus of the University of Arkansas?
38. Is this its campus?
39. Is this Wisconsin's regulation?
40. Is this a regulation of Wisconsin?
41. Is this Africa's map?
42. Is it a map of Africa?

Part II

Directions: Fill in the blanks with a personal pronoun.

1. This is _____ book.
2. This book is _____.
3. This is _____ car.
4. This car is _____.
5. This is _____ book.
6. This book is _____.
7. This is _____ car.
8. This car is _____.
9. This is _____ book.
10. This book is _____.
11. This is _____ teacher.
12. This teacher is _____.
13. This is _____ cello.
14. This cello is _____.
15. This is _____ book.
16. This book is _____.
17. This is _____.
18. This school is _____.
19. This is _____ school.
20. This school is _____.
21. This is _____ bus.
22. This bus is _____.
23. This is _____ house.
24. This house is _____.
25. This is the dog's house.
26. This house is _____.
27. This is the dog's bone.
28. This bone is _____.
29. This is the cat's mat.
30. This mat is _____.
31. This is her mouse.
32. This mouse is _____.
33. Is this their problem?
34. Is this problem _____?
35. Is this _____ book?
36. Is this book _____?
37. Is this the campus?
38. Is this the campus of the University of Arkansas?
39. Is this _____ campus?
40. Is this a regulation of the state?
41. Is this a map of _____?
42. Is this _____ map?

Part III

Directions: Here are some sentences as they might be said in Black Dialect and in the General Dialect. In the blanks at the left, place BD before the Black Dialect forms and GD before the General Dialect forms.

_____ 1. My mother doesn't like noise.
_____ My mother, she doesn't like noise.

_____ 2. My sister, she is in the third grade.
_____ My sister is in the third grade.

_____ 3. My father, who is an expert mechanic, he works at Cassen's Auto Repair Shop.
_____ My father works at Cassen's Auto Repair Shop.

_____ 4. It is a hotel in St. Louis.
_____ There is a hotel in St. Louis.

_____ 5. It is a drugstore on Main Street.
_____ There is a drugstore on Main Street.

_____ 6. My mother, who has a bad heart, she doesn't like all of that noise.
_____ My mother, she doesn't like all of that noise.

_____ 7. My sister, she teaches school.
_____ My sister, who teaches school, she is in the third grade.

_____ 8. There is a motel in Pine Bluff.
_____ It is a motel in Pine Bluff.

_____ 9. It is a drugstore in town.
_____ There is a drugstore in town.

Part IV. Writing Exercise

Directions: Write sentences in which you include at least:

1) five personal pronouns.
2) five nouns in the possessive case.
3) five beginning with the expletive "there."
4) five with a pronominal appositive as it might be said in the General Dialect.

Over Inflection of Nouns, Adjectives, Verbs and Adverbs

Part I (a) Repetition Exercise (Nouns, Adjectives, Adverbs)

Directions: Repeat after me. Be sure to read along with me.

1. The poor man has one goose.
2. The rich man has many geese.
3. The goose has lost its way.
4. The geese have flown South.
5. Mary's foot hurts.
6. The dancers have sore feet.
7. The horse's feet need new shoes.
8. One of the donkeys has a splayed foot.
9. There is a policeman on duty.
10. There were two policemen on duty yesterday.
11. Dick has one child.
12. Bob has two children.
13. I have a brother.
14. Sue has seven brothers.
15. There is a baby on the step.
16. There are two babies in that hospital.
17. George was a hero after the fire.
18. Ben and Chuck were also heroes after that.
19. There is a dice on the table.
20. There are two dice on the table.
21. The lady is tired.
22. The ladies are tired.
23. There is only one person out here.
24. Many people have arrived.
25. I run fast everyday.
26. He runs faster than I do.
27. The choir sings well.
28. This church has the best choir in town.
29. She is getting better.
30. He is getting worse.
31. He is the most ugly many I've ever seen.
32. This is the most beautiful rose I've ever seen.
33. This vase is more beautiful than the one in the store.
34. The wale swims fast.
35. The boat sails slowly.
36. That looks better.
37. He is a good track man.
38. He is a better sprinter than she.
39. He thinks that he is a strong man.
40. She thinks that he is stronger than the average man.

Part I (b) Questions and Answers (Nouns, Adjectives, Adverbs)

Directions: Repeat after me.

1. How many geese does the poor man have?
2. How man geese does the rich man have?
3. What has lost its way?
4. What has flown South?
5. What hurts Mary?
6. What is bothering the dancers?
7. What needs new shoes?
8. What does one of the donkey's have?
9. How many policemen are on duty?
10. How many policemen were on duty yesterday?
11. How many children does Dick have?
12. How many children does Bob have?
13. Do you have a brother?
14. How many brothers does Sue have?
15. What is on the step?
16. How many babies are in the hospital?
17. Who was a hero after the fire?
18. What were Bob and Chuck after the fire?
19. What is on the table?
20. How many dice are on the table?
21. How is the lady?
22. How are the ladies?
23. Did you say that there is only one person out there?
24. How many people have arrived?
25. What do I do everyday?
26. Does he run faster than I?
27. How does the choir sing?
28. Who has the best choir in town?
29. How is she doing?
30. How is he doing?
31. Who is the most ugly man you have ever seen?
32. Which is the most beautiful rose you've ever seen?
33. Is this vase more beautiful than the one in the store?
34. How does the whale swim?
35. How does the boat sail?
36. How does that look?
37. Is he a good track man?
38. Is he a better sprinter than she?
39. What does he think about himself?
40. What does she think about his strength?

Part I (c)

Directions: Repeat after me.

1. Jack clicks his rifle to frighten us.
2. Jack and Joe click their rifles to frighten us.

3. The church choir sings very well.
4. The college choir sings well too.
5. The baby cries all night.
6. The babies cry all night.
7. The professor believes in the "Protestant Work Ethic."
8. Elijah also believes in this philosophy.
9. Billy thinks that reading is boring.
10. Others think that it is entertaining.
11. Terri loves to play tennis.
12. Her friends love to play also.
13. Gilbert plays oboe with the St. Louis Symphony.
14. Deola plays the piano well.
15. Tomorrow, she, along with Gilbert, will play with the orchestra.
16. They will play Chopin's "The Warsaw Concerto."
17. My friend, Dr. Rider, will play Scrooge in "A Christmas Carol."
18. He will make a good Scrooge.
19. Many feel that he will make a good Scrooge.
20. Some actors are conceited.

Part I (d)

Directions: Answer the following in complete sentences.

1. Why does Jack click his rifle?
2. Why do Jack and Joe click their rifles?
3. How does the church choir sing?
4. Does the college choir sing well?
5. Does the baby cry all night?
6. Do the babies cry all night?
7. Does the professor believe in the "Protestant Work Ethic?"
8. Does Elijah believe in this philosophy?
9. What does Billy think about reading?
10. Does everyone feel that way about it?
11. Does Terri love to play tennis?
12. Do her friends love to play tennis?
13. What musical instrument does Gilbert play?
14. Does Deola play the piano well?
15. Tomorrow will she, along with Gilbert, play with the orchestra?
16. What musical composition will they play?
17. What character does Dr. Rider want to play in "A Christmas Carol?"
18. Will he make a good Scrooge?
19. What do others think about this?
20. Is it true that some actors are conceited?

Multiple Negation

Part I Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. Vy said, "I don't have anything--not even a penny."
2. Larry said, "I have had no sleep for twenty-four hours."
3. The model said, "It looks as if I am not wearing anything."
4. The doctor said that I can hardly breathe.
5. Jonathan told his professor that he has no time to study.
6. Gloria can scarcely sing, but the choir director let her join the choir anyway.
7. I have a serious problem, but I can tell nobody about it.
8. Some students pay no attention to what is going on.
9. Carolyn said, "We don't do anything."
10. Ron wasn't a menace to society.
11. Poor Harvey plays on no team.
12. The university hardly has any students.
13. Alice can't learn to read anything.
14. The actress said, "I hardly ever see my children."
15. Mother screamed, "I can hardly see!"
16. Emma almost never looks at TV.
17. The pledgee boasted, "Nobody saw us slip in."
18. The Dean of Education said, "No one gave him permission to miss class."
19. There was no meeting today.
20. He wasn't really a bad man.

Part II Questions and Answers

Directions: Answer the following in complete sentences.

1. What does Vy say that she has?
2. What is it that Larry said he has not had for twenty-four hours?
3. What did the model say?
4. What did the doctor say that I could hardly do?
5. What did Jonathan tell his professor?
6. What did the choir director do?
7. What did the speaker say about his serious problem?
8. What is it that some students do?
9. What did Carolyn say?
10. Was Ron a menace to society?
11. Does she say that Harvey doesn't play on any team?
12. Is the enrollment at the university large or small?
13. What is it that Alice can't learn to do?
14. What did the movie actress say?
15. What did Mother scream?
16. What is it that Emma seldom does?
17. What did the pledgee boast of?
18. What did the Dean of Education say?
19. Was there a meeting today?
20. Was he really a bad man?

Part III Writing Exercise

Directions:

1. Write each of the above sentences, in Part II, in Black Dialect.

Inverted Word Order in Indirect Questions

Part I Repetition Exercise

Directions: Repeat after me. Be sure to read along with me.

1. I wonder how he could do such a thing.
2. I wonder how he made such a mistake.
3. Eddie Mae wants to know if her answers are correct.
4. Sandy says that she wonders why he did not speak to us.
5. The woman screamed at her teenage son, "If you don't stop, I'm going to ground you!"
6. Ishmael asked if we are going to the theater.
7. Juanita wonders whether Gone with the Wind is still being shown in movie houses.
8. I asked Janet what time Mark came home last night.
9. I wonder how Charlie won the bridge game.
10. I asked whether I would have to go to the hospital.
11. She asked why the teacher was late all the time.
12. Daddy asked me whether I emptied the trash.
13. I don't know what Anna did yesterday.
14. I don't know how Dick made such an error.
15. Those men are just seeing if they can mess her up.

Part II Questions and Answers

Directions: Please answer the following questions in complete sentences, using Black Dialect.

1. How could he do such a thing?
2. How could he make such a mistake?
3. What is it that Eddie Mae wants to know?
4. What is Sandy wondering?
5. What did the mother tell her teenage son?
6. What did Ishmael ask?
7. What is Janet wondering?
8. What did the speaker ask Janet?
9. What is the speaker wondering?
10. What did the sick person wonder?
11. What did the speaker ask?
12. What did the speaker's father ask?
13. What did the speaker say about Anna?
14. What is it that the speaker doesn't know about Dick?
15. What does the speaker think the men are trying to do?

Part III Writing Exercise

Directions: Write a paragraph in which you use at least two indirect questions. Be sure that you use the General Dialect throughout.

Unit and Vocabulary Tests

and

Pre and Post Tests

Test I - Part A and Answer Key
Present, Past, Future, and Perfect Tenses of Verbs

Directions: In the blank at the left, place the form which you think is acceptable in the General Dialect.

thinks 1. He (think, thinks) deeply.

hopes 2. John (hope, hopes) to complete his project soon.

believed 3. There is some thought that Lord Bacon and Shakespeare (believe, believed) in metaphysics.

dug 4. I (dig, dug) a swimming pool during the summer.

had been 5. Joe looked up and recognized his old friend at the head of the steps. He (had been, have been) standing where Joe stood a few minutes earlier.

ran 6. When Jay saw him, she (run, ran) to him.

shook 7. During an earthquake in California, my bed (shake, shook) so violently that I was scared to death.

will have been 8. When I am twenty-five years of age, I (will be, will have been) married five years.

brushed 9. Last night, I ate my supper, (brush, brushed) my teeth and went to bed.

rung 10. Reverend Bell will have (ring, rung) every tear out of every eye by the time he has finished his sermon.

dreamed 11. I had a peculiar dream last night. I (dream, dreamed) that I was flying.

eaten 12. I hate vegetables, but I eat them anyway just to be sure that I have (eat, eaten) well.

sits 13. There she (sit, sits) as pretty as a picture.

flew 14. The fly (flew, flown) into my coffee.

discerned 15. I came here as though I have (discerned, discern) the future.

lay 16. The football players (lay, laid) down on the ground because they were so tired.

raise 17. I (raise, rise) the American flag every day at school.

tore 18. He (tore, torn) his coat.

loves 19. Bob (love, loves) to eat.

has finished 20. He (has finished, done finished) his work.

love 21. I (love, loves) to play cards during my lunch hour.

cries 22. Sometimes she just (cries, be crying) for no reason at all.

has been 23. He (has been, have been) fasting for many years.

doesn't 24. He still (don't, doesn't) know how to contrive his students.

had finished 25. He (had finished, done finished) his homework.

Test I - Part B and Answer Key
Auxiliary Be, Negative Be and Zero Copula

Directions: Choose the form of the verb which you think is acceptable in the General Dialect and place it in the appropriate blank at the left.

is _____ 1. a. He always be late.
b. He is always late.

hasn't been 2. a. He haven't be on time this year.
b. He hasn't been on time this year.

is _____ 3. a. That teacher be mean.
b. That teacher is mean.

are working 4. a. They are working to earn money for school.
b. They be working hard to earn money for school.

That's trouble 5. a. Don't do that. That's trouble.
b. Don't be doing that. That be trouble.

is _____ 6. a. My daddy one tired old man.
b. My daddy is one tired old man.

is _____ 7. a. Life full of trouble.
b. Life is full of trouble.

knock _____ 8. a. Don't you be knocking on my door this time of night.
b. Don't knock on my door this time of night.

are _____ 9. a. The football players are training hard so that they can win the game.
b. The football players is training hard so that they can win the game.

is _____ 10. a. Mr. Perkins the music teacher.
b. Mr. Perkins is the music teacher.

Part C

Directions: Change the following Black Dialect forms to the General Dialect.

are _____ 11. The women in our church be faithful.

are _____ 12. The men in our church faithful also.

am _____ 13. When I work so hard I ready to drop.

am _____ 14. When I work so hard, I be ready to sleep.

are _____ 15. If we be trying not to do our share, Mother will get us.

Test II - Part A and Answer Key
Formation of the Plurals of Nouns

Directions: Identify the accepted plural forms of the nouns in the parentheses and write them in the blanks at the left.

freshmen 1. The (freshmens, freshmen) must take a written examination.

feet 2. My new shoes hurt my (feet, feets).

sheep 3. My boss gave me two (sheep, sheeps) for my birthday.

teeth 4. Yesterday, my neighbor had two (teeths, teeth) pulled.

dice 5. He is a gambler for his heart. He always carried two (dice, dices) with him.

policemen 6. The (policemen, policemans) are working hard to solve the crime.

children 7. The (children, childrens) in the class sent their sick friends some flowers.

girls 8. He was outside fighting those little (girl, girls).

teachers 9. The (teacher, teachers) have a dance tonight.

thieves 10. They were (thiefs, thieves) from their hearts.

companies 11. The two (companies, company) are making a lot of money.

knives 12. He always carries (knifes, knives) with him.

geese 13. A flock of (goose, geese) flew over our house.

sisters 14. My mother has two (sister, sisters) in Atlanta.

cards 15. Then you deal one, two, three, four (cards, card).

Part B - Possessive Case of Nouns

Directions: The sentences below are written in the Black Dialect. Rewrite them in General Dialect, making sure that you underscore the noun which is in the possessive case.

1. Here be the cheerleaders of the Dallas Cowboys.
2. Michael Brown am the school's best quarterback.
3. The University of Arkansas have a strong teaching faculty.
4. Dr. James Cooper be the registrar at the University of Liberia.
5. Hamlet be the best play in the Encyclopedia Britannica's "Great Plays Series."
6. The educator said that the college curriculum contain books from the "Great Books Series."

7. Tomorrow, UAPB will hold it annual picnic.
8. Bleak House, by Charles Dickens, be the greatest novel in English.
9. Others say that Thackeray's Vanity Fair be the greatest.
10. I am going to get my furniture repaired at Mr. Jones repair shop.
11. This necklace belong to Mrs. Smith.
12. This car belong to the University.
13. This was invented by a scientist name Weinberger.
14. I is going to call the manager.
15. This is Ms. Jones earring.
16. This is Joan husband.

Directions: In the appropriate spaces at the left, place a plus (+) if the statement is associated with Black Dialect. If it is considered as belonging to the General Dialect, make a zero (0).

+ 1. His team would win, but he friend dribbles too much.

+ 2. His aunt and uncle, they are getting a divorce.

+ 3. This ghost, it was exorcised from the house.

0 4. It's his book.

+ 5. That one is hern.

+ 6. Mary and them will be here soon.

+ 7. That hat is mines.

+ 8. They were riding in Helen and them car.

0 9. He is making straight A's in English.

0 10. Unfortunately, however, he is not doing too well in mathematics.

0 11. There is a Holiday Inn in Memphis.

+ 12. That new television is hisn.

+ 13. He be messing around with those big girls.

+ 14. He be messing around with them big girls.

0 15. That is her green scarf.

0 16. That green scarf is hers.

+ 17. It's he girl friend.

Test IV and Answer Key
Over Inflections of Nouns, Pronouns, Adjectives,
Adverbs, and Verbs

Directions: In the blanks at the left, make a plus mark (+) if a sentence contains overinflection of any part of speech. Place a zero (0) if there is none.

__+__ 1. That is the most best car which I've ever seen.

__+__ 2. He has one children.

__0__ 3. I have the most worst cold I've ever had.

__+__ 4. I runs fastest when I am feeling well.

__0__ 5. That is the most pitiable sight I've ever seen.

__+__ 6. They expects their sons to win first place.

__+__ 7. The policemens are not good to us.

__+__ 8. That hat is mines.

__0__ 9. That store is theirs.

__+__ 10. The fish swims more slower than a whale.

__0__ 11. Drive slowly.

__0__ 12. The children sang a beautiful anthem.

__+__ 13. That child is more dumber than his brother.

__+__ 14. Try less harder, and you will do better.

__0__ 15. My grades are higher this semester.

Test V
Multiple Negation

Directions:

Form two columns. In Column I, write ten sentences in Black Dialect using multiple negation. In Column II, write the same sentences in the General Dialect.

Example:

Column I	Column II
I am not going to take you no where	I am not going to take you anywhere.

	Column I	Column II
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.		10.

Test VI
Inverted Word Order

Directions: Write a paragraph in which you discuss the differences between the order of words in the General Dialect with that of word order in Black Dialect.

Pre-Test and Answer Key

Part I. Forms of Verbs

Directions: In the spaces at the left, write the word or groups of words which are acceptable in the General Dialect.

lay 1. The football players (lay, laid) down on the ground because they were so tired.

raise 2. I (raise, rise) the American flag everyday at school.

tore 3. He (torn, tore) his coat.

loves 4. Jim (love, loves) that girl.

has finished 5. He (has finished, done finished) his work.

love 6. I (love, loves) to play cards during my lunch hour.

just cries 7. Sometimes she (just cries, be crying) for no reason at all.

has been 8. She (has been, have been) teaching for thirty years.

doesn't 9. He (don't know, doesn't) know how to make friends.

had finished 10. He (had finished, done finished) his homework before dark.

gave me 11. He (gave me, gived me) a hundred dollars.

washed 12. I (wash, washed) my clothes last night.

has contracted 13. Father (has contracted, have contracted) the "Black Lung Disease."

think 14. I (think, thinks) that the monarch is an outmoded form of government.

gives 15. The teacher (give, gives) us too much homework.

hate 16. I (hate, hates) hypocrisy.

are 17. Mercury, Mars, and Earth (is, are) called the inner planets.

did 18. I didn't do it. It was Mary who (did, done) it.

what are 19. Mother said, "(What is, What are) you doing?"

wrote 20. Somebody else (written, wrote) the letter.

Part II. Auxiliary Be, Negative Be, and Zero Copula

Directions: Choose the form which is more acceptable in the General Dialect and then place an X before it in the enclosed space at the left.

Example: ( )a (X)b a. She cry every night.
b. She cries every night.

1. ( )a (X)b a. Terry a bad girl.
b. Terry's a bad girl.

2. ( )a (X)b a. Her mother be sick all the time.
b. Her mother's sick all the time.

3. ( )a (X)b a. I ain't been sick all year.
b. I haven't been sick all year.

4. (X)a ( )b a. If I could get back at my teachers, I would beat them.
b. I would do to them what they done to us.

5. ( )a (X)b a. Nobody want me on they team.
b. Nobody wants me on his team.

6. ( )a (X)b a. There's no reason to ask him because he don't be knowing nothing.
b. There's no reason to ask him because he doesn't know anything.

7. ( )a (X)b a. Man, she cool.
b. Man, she's one cool fox.

8. (X)a ( )b a. How you do that?
b. Man, how you do that?

9. ( )a (X)b a. They waiting to go in.
b. They are waiting to go in.

10. ( )a (X)b a. The lemonade sour.
b. The lemonade is sour.

11. (X)a ( )b a. That pot is too hot to handle.
b. That pot too hot to handle.

12. ( )a (X)b a. That professor be knowing his onions, man.
b. That professor knows his onions, man.

13. ( )a (X)b a. That medicine nasty.
b. That medicine is nasty.

14. ( )a (X)b a. The speaker here.
b. The speaker is here.

15. ( )a (X)b a. She ain't done with her hair yet.
b. She hasn't finished her hair yet.

Part III. Plurals of Nouns

Directions: Choose the form of the noun which would be acceptable in General English.

sweaters 1. The woman has two (sweaters, sweater).

are 2. Those babies (is, are) underfed.

men 3. There are several bad looking (mens, men) at the door.

checkers 4. Let's play (checker, checkers) after supper.

dwarfs 5. There are three (dwarf, dwarfs) in the new movie.

feet 6. I have two (foots, feet).

goose 7. He has one (goose, geese).

men 8. The (men, mens) of the "Foxy Cat Club" are having a big dance tonight.

deer 9. He has a dozen (deer, deers) in his yard.

fish 10. The farmer has two gold (fish, fishes) in his fish bowl.

children 11. The (childs, children) of the church have a meeting tonight.

rich 12. The rich man has a hundred (sheep, sheeps).

tooth 13. I had to have a (tooth, teeth) pulled.

wives 14. He is a bigamist. He has two (wives, wife).

studies 15. He has two (studies, study) which must be done before graduation.

boys 16. The outside road is where the two (boy, boys) play.

girls 17. Let's tell Big Mama about those bad (girl, girls).
boys

teams 18. The basketball (boy, boys) played five (team, teams) in order to win the championship.

men 19. There are two (men, mens) at the store.

toes 20. My two big (toe, toes) are infected.

Part IV. Formation of the Possessive Case of Nouns

Directions: Put around the letter which precedes the statement or statements which are appropriate in the General Dialect.

Example: This is the president's house.

a b (c)
a. This is the president house.
b. That is the house of the vice-president next to the president house.
c. That is the president's house.

a b (c) 1. Whose office is this?

a. This is Dr. Carpenter office.
b. This is Dr. Carpenter.
c. This is Dr. Carpenter's office.

a (b) c 2. Whose class is this?

a. This is Mrs. Lewis class.
b. This is Mrs. Lewis' class.
c. This class is Mrs. Lewis.

a (b) c 3. Whose hat is this?

a. This is Miss Jone's hat.
b. This is Miss Jones' hat.
c. This is Miss Jones.

(a) b c 4. Whose poem is this?

a. This is Tennyson's poem.
b. This is Tennyson poem.
c. This is Tennyson.

a b (c) 5. Mary has a new dress.

a. This is Mary new dress.
b. That is Mary.
c. That is Mary's new dress.

(a) b c 6. Who won the award?

a. Sue won the "Guggenheim Award."
b. Sue won the award of Guggenheim.
c. The Guggenheim Award is Sue.

a b (c) 7. What flag is that?

a. That flag is England.
b. That flag is Englands'.
c. That is England's flag.

a b (c) 8. Dr. Butler lost his book.

a. Dr. Butler book is on the floor.
b. Dr. Butler is on the floor.
c. Dr. Butler's book is on the floor.

a b (c) 9. Mr. Marshall and Mr. Williams own a store.

a. There is Mr. Marshall's and Mr. Williams store.
b. There is Mr. William's and Mr. Marshall's store.
c. There is Mr. Williams and Mr. Marshall's store.

a b (c) 10. Dr. Jones is a physician.

a. Dr. Jones is a physician, and he saves people lives.
b. Dr. Jones is a physician, and he saves people's lives.
c. Dr. Jones is a physician, and he saves peoples lives.

a b (c) 11. Mrs. Richardson lost her earring.

a. Mrs. Richardson lost her earring.
b. Mrs. Richardson' earring is lost.
c. Mrs. Richardson's earring is lost.

a b (c) 12. My father has a watch.

a. This is my father watch.
b. This is my father.
c. This is my father's watch.

(a) b c 13. This is a university in Utah.

a. This is one of Utah's universities.
b. This is the University of Utah.
c. This is Utah.

a (b) c 14. Shylock said, "Doth not a Jew bleed?"

a. This is Shylock plea.
b. This is Shylock's plea.
c. This is Shylocks' plea.

a b (c) 15. Gloria won the title, "Miss UAPB."

a. Gloria's is "Miss UAPB."
b. Miss UAPB is Gloria's.
c. Gloria's title is "Miss UAPB."

(a) b c 16. April, my baby sister, is afraid of her doll.

a. April's doll frightens her.
b. The doll frighten April.
c. The doll of Aprils' frighten her.

a b (c) 17. I'm a member of that sorority.

a. I am a member of Delta Sigma, the college one sorority.
b. She is a member of the sorority for those women's.
c. I am a member of that women's sorority.

(a) b c 18. That is my church.

a. That is my church with the steeple.
b. The church steeple's is mine.
c. The steeple is a landmark of my churches.

(a) b c 19. Chopin is my favorite composer.

a. My favorite studies are Chopin's.
b. My favorite studies are Chopins.
c. My favorite studies are Chopin.

(a) b c 20. Dickens is my favorite writer.

a. I love Dickens' works.
b. Nancy, one of Dicken's greatest creation, was a prostitute.
c. One of Dickens' greatest performance as a dramatic reader was the reading of Nancy murder.

Part V. Variant Forms of Pronouns

Directions: Here are some sentences which contain a number of variant forms of pronouns. All of the sentences do not contain such forms. If a sentence contains a form which is used in the General Dialect, write $\pm$ in the appropriate blank at the left. Likewise, if the sentence contains Black Dialect forms, write the letters O in the appropriate blank.*

O 1. This hat is yourn.

O 2. No, it is mine's.

O 3. This is he card.

O 4. They did it to they selves.

O 5. He hit hisself.

+ 6. This is her ring.

O 7. This ring is hern.

O 8. Is there a hotel in East St. Louis? Yes, it is a hotel in East St. Louis.

O 9. He wanted Mary and them.

O 10. The ball is hissen.

*In making your choices, consider the usage of each pronoun because it may have the same morphological form in both dialect. Example: "This is they book," Black Dialect and "They are right," General Dialect.

__0__ 11. They done it to they selves.

__0__ 12. They cat is black.

__+__ 13. He hit them and ran.

__0__ 14. Alice and hern will soon be here.

__0__ 15. He hit her hisself.

__0__ 16. This is yourn stuff.

__0__ 17. Her won't do right.

__0__ 18. Should I give it to he mother?

__0__ 19. Who's book is this?

__0__ 20. Please ask me to do it.

Part VI. Over Inflection of Nouns, Verbs, Adverbs, and Adjectives.

Directions: If a sentence is written in the General Dialect, place 0 in the blank at the left. If it is + write those letters in the appropriate blanks.

__0__ 1. He is the most handsomest man I've ever seen.

__+__ 2. He is the cuter of the two.

__0__ 3. That is the beautifulest flower I've ever seen.

__0__ 4. Oh! He is the most hatefulest man on the football team.

__+__ 5. He shouted down to her, "Sorry to disappoint you, but I'm a more busy man now. Come another time."

__0__ 6. The bird flew more slower than his mate.

__0__ 7. My morning paper boy is slower than my evening paper boy.

__0__ 8. That fruit mousse is the better dish I've ever seen.

__0__ 9. He was worse than the other accident victims.

__0__ 10. He is the luckiest player I've ever known.

__0__ 11. Bleak House is a more better novel than Vanity Fair.

__0__ 12. He swims badly.

__0__ 13. The driver drives fast.

__0__ 14. I eats more than he.

__0__ 15. The womens is sick of their no good husbands.

__0__ 16. I gives the church at least 10% of everything I make.

__0__ 17. The whale swims fastly.

__0__ 18. The fishes in Norfolk are the best in the world.

__+__ 19. The deer are many.

__0__ 20. The childrens are here already.

Part VII. Multiple Negation

Directions: If the underscored words follow the pattern of Black Dialect, place an 0 in the blanks. If they do not, make a +

__+__ 1. I ain't got no love or no nothing.

__0__ 2. If I wasn't already in trouble, I'd teach him to pay attention to nobody's business but his own.

__+__ 3. That cute little bear don't have nobody to take care of him.

__0__ 4. I don't be paying no attention to what they be doing.

__0__ 5. Mother, I don't never have a penny for myself.

Part VIII. Inverted Word Order in Indirect Questions

Directions: If the underscored words follow the pattern of Black Dialect, place an X in the blanks. If they do not, make a 0

__0__ 1. I wonder how could she do that.

__+__ 2. How could he ever think of shooting that beautiful bird.

__0__ 3. I asked those rich guys how could they expect us to live on our small salaries.

__0__ 4. I wonder how did the moon start circling the earth.

__+__ 5. I wonder if the "Big Bang Theory" is right.

Directions: In the blanks at left, place the letter before the word or groups of words which best define the underscored words at the left.

a 1. Existentialism: (a) a philosophy dealing with man's condition in this world (b) a concept of God (c) an educational concept (d) none of these (e) all of these.

a 2. Discriminate: (a) to make a clear differentiation (b) to be nosey (c) to be cantankerous (d) none of these (e) all of these.

d 3. Establishment: (a) sororities (b) fraternities (c) nihilism (d) none of these (e) all of these.

a 4. Token: (a) a posturing position (b) a pictograph (c) superficial representation (d) none of these (e) all of these.

a 5. Apartheid: (a) a separation based on racial lines (b) one who runs for public office (c) one who is a terrorist (d) none of these (e) all of these.

a 6. Compromise: (a) a settling of differences (b) a peace treaty (c) detente between Russia and the United States (d) none of these (e) all of these.

a 7. Demeaning: (a) to debase one's self (b) to accept one's fate (c) to fight for one's rights (d) none of these (e) all of these.

c 8. Fashionable: (a) to be a non-conformist (b) to buy new clothes (c) to adhere to current styles (d) none of these (e) all of these.

d 9. Hostility: (a) a state of conformity (b) to like crazy looking clothes (c) a state of forwardness (d) none of these (e) all of these.

b 10. Hazel colored eyes: (a) blue eyes (b) light brown eyes (c) green eyes (d) none of these (e) all of these.

e 11. Deliberately: (a) carelessly (b) rapidly (c) fast (d) none of these (e) all of these.

b 12. Assured: (a) to feel insecure (b) to feel secure (c) to confuse (d) none of these (e) all of these.

d 13. Aggravate: (a) to make angry (b) to make worse (c) to make ill (d) none of these (e) all of these.

b 14. Consorted: (a) to disagree with (b) to associate with (c) to challenge (d) none of these (e) all of these.

c 15. Sentries: (a) professors (b) wealthy men (c) guards (d) none of these (e) all of these.

c 16. Hover: (a) to smother (b) to be at a distance (c) to linger close to (d) none of these (e) all of these.

a 17. Sap: (a) plant juice (b) dumb (c) unlearned (d) none of these (e) all of these.

b 18. Exception: (a) in accordance with (b) to keep out (c) to include (d) none of these (e) all of these.

c 19. Traditional: (a) to oppose (b) to accept as an obligation (c) to adhere to the status quo (d) none of these (e) all of these.

d 20. Delete: (a) to include (b) to be hopeful (c) to adhere to rules (d) none of these (e) all of these.

b 21. Censure: (a) to admire (b) to chasten (c) to criticize severely (d) none of these (e) all of these.

b 22. Alternative: (a) a lack of choices (b) choice of possibilities (c) a lack of opportunities (d) none of these (e) all of these.

c 23. Commute: (a) to be stationary (b) to run around recklessly (c) to travel back and forth (d) none of these (e) all of these.

a 24. Vulnerable: (a) unprotected (b) susceptible to injury (c) crude (d) none of these (e) all of these.

a 25. Harassment: (a) to make fun of (b) to laugh with (c) to exhaust (d) none of these (e) all of these.

b 26. Insulated: (a) to carry (b) to protect (c) to insult (d) none of these (e) all of these.

c 27. Seminar: (a) a large group of professors working on a common problem (b) a group of medical doctors trying to diagnose a medical problem (c) a small group of college or graduate students who engage in original research (d) none of these (e) all of these.

b 28. Demon: (a) a dangerous germ (b) a devil or evil being (c) one of three hundred hard to spell words (d) none of these (e) all of these.

a 29. Queer: (a) strange (b) families (c) haunting (d) none of these (e) all of these.

a 30. Exorcism: (a) the act of freeing from spirits (b) to exclude (c) to include (d) none of these

Part I. Forms of Verbs

Directions: In the spaces at the left, write the word or groups of words which are acceptable in the General Dialect.

wants 1. The student (want, wants) to take his test over.

expects 2. The professor (expect, expects) us to be perfect.

think 3. The doctors (think, thinks) he has gout.

make 4. The nurse and the doctor (make, makes) my life miserable with their dire prophetic cries.

sends 5. My mother, in spite of financial difficulties, still (send, sends) all of her six children to high school.

hurried 6. Yesterday, I (hurry, hurried) from school so that I could help with the chores.

washed 7. I (wash, washed) the clothes, ran errands, and cooked the dinner.

wrested 8. During the French Revolution, the people (wrest, wrested) control from the aristocrats.

was 9. There (was, were) an exodus of people from France during the invasion of that country in 1939.

ran 10. A friend told me that many Frenchmen (run, ran) to other countries during the occupation.

wrote 11. During World War II, soldiers (wrote, write) this on rocks and buildings: "Kilroy was here."

threw 12. She (threw, throw) up for hours.

arose 13. He (arose, arisen) early this morning.

has been 14. Queen Victoria (has been, have been) pictured as being too demanding.

has been 15. He (has been, have been) losing at bridge all night.

had finished 16. He (had finished, had finish) reading his newspaper when she knocked on his door.

has never 17. Until now, she (have never, has never) asked to see her baby.

had asked 18. King James I (had ask, had asked) scholars to translate the Bible into English long before anyone else had ever thought of doing it.

arisen 19. I shall have (arisen, arose) before the sun.

have gone 20. He will (have gone, have go) before you get here.

hung 21. He (hang, hung) the pictures.

written 22. It wasn't me. Somebody else had (wrote, written) him.

tore 23. James was crying; he (tore, torn) his shirt.

bore 24. I was born twenty years ago. My mother (bore, borned) me in sorrow.

done 25. By the time that I am twenty-five, I will have (did, done) all of my work for my masters degree.

Part II. Auxiliary Be, Negative Be, and Omission of Verbs Pertaining to Senses

Directions: Choose the forms which are more acceptable in the General Dialect and then place an X in the appropriate parentheses.

Example: ( )a (X)b a. He don't know his name.
b. He knows everything.

1. ( )a (X)b a. Everytime I see him, he be crying.
b. Everytime I see him, he is crying.

2. ( )a (X)b a. He don't be thinking about what he is doing.
b. He doesn't think about what he is doing.

3. ( )a (X)b a. Don't ask him because he don't be listening.
b. Don't ask him because he doesn't listen.

4. ( )a (X)b a. Some men just be jiving.
b. Some men just jive.

5. ( )a (X)b a. Juanita, what you doing?
b. Juanita, what are you doing?

6. (X)a ( )b a. Nobody wants me on his team.
b. Nobody be wanting me on his team.

7. (X)a ( )b a. If I don't like a teacher, I pretend that I beat him.
b. If I don't like a teacher, I pretend that I be beating him.

8. ( )a (X)b a. She ain't start dressing yet.
b. She hasn't started dressing yet.

9. (X)a ( )b a. How do you like that?
b. How you do that?

10. (X)a ( )b a. They are waiting to go in.
b. They waiting to go in.

11. ( )a (X)b a. Man, that cool.
b. Man, that's cool.

12. ( )a (X)b a. The coffee too hot.
b. The coffee's too hot.

13. ( )a (X)b a. She too hot to handle.
b. She's too hot to handle.

14. ( )a (X)b a. It nasty!
b. It's nasty!

15. (X)a ( )b a. He's here.
b. He here.

Part III. Formation of the Plurals of Nouns

Directions: Choose the form of the noun which would be acceptable in the General Dialect.

boys 1. Those (boy, boys) hit two home runs.

girls 2. Those little (girl, girls) walk to school every day.

hula hoops 3. I like to turn three (hula hoops, hula hoop) at a time.

bears 4. There are several (bear, bears) at the park.

dwarfs 5. The circus had three (dwarf, dwarfs) in the side show.

deer 6. My mother gave me two (deer, deers) for Christmas.

cards 7. Let's play (card, cards).

tooth fairies 8. He is greedy. He wants two (tooth fairies, teeth fairies) to visit him tonight.

potatoes 9. There is a sack full of (potato, potatoes) over there.

people 10. Eskimos seem to be peaceful (people, peoples).

teams 11. The UAPB basketball boys played five different (team, teams).

sheep 12. He has a flock of twenty (sheep, sheeps).

fish 13. He has two (fish, fishes).

Part IV. Formation of the Possessive Case of Nouns

Directions: Put a circle around the letter which precedes the statement or statements which are appropriate in the General Dialect.

a (b) c 1. Whose English class is this?

a. This is Dr. Torrence class.
b. This is Dr. Torrence's class.
c. This class is Dr. Torrence.

(a) b c 2. Whose scarf is this?

a. This is Mrs. Brown's scarf.
b. This is Mrs. Brown.
c. This is Mrs. Brown' scarf.

a (b) c 3. Whose church is this?

a. This is Mary church.
b. This is Mary's church.
c. This church is Mary.

a (b) c 4. Whose garden is this?

a. This is Farmer Jone's garden.
b. This is Farmer Jones' garden.
c. This is Farmer Jones garden.

a (b) c 5. Whose novel is this?

a. This is Thackeray novel.
b. This is a novel of Thackeray's.
c. This is Thackeray.

(a) b c 6. That flag belongs to the United States.

a. That flag is the United States'.
b. That flag is the United States.
c. That flag is this country.

a (b) c 7. Rose has a new hat.

a. That is Rose new hat.
b. That is Rose's new hat.
c. That hat is Rose.

(a) b c 8. My father found his watch.

a. That is my father's watch.
b. That is my father watch.
c. That watch is father.

a (b) c 9. My Aunt has a new book.

a. That book is my Aunt.
b. That book is my Aunt's.
c. That book is my Aunts.

(a) b c 10. This hat belongs to George.

a. This is George's hat.
b. This is George hat.
c. This hat is George.

a (b) c 11. This is an airport in Arkansas.

a. This is Arkansas airport.
b. This is Arkansas's airport.
c. This is the airport Arkansas'.

a (b) c 12. John and Judy bought a new car.

a. This car is John's and Judy's.
b. This car is John and Judy's.
c. This car is Judy and John car.

a (b) c 13. Dr. Seller lost her car keys.

a. Those keys are Dr. Sellers.
b. Those keys are Dr. Seller's.
c. Those keys are Dr. Seller.

(a) b c 14. Dr. Butler lost his history book.

a. Dr. Butler's book is on the floor.
b. Dr. Butlers' book is on the floor.
c. Dr. Butler book is on the floor.

a (b) c 15. The bank foreclosed on the home of Mr. Harris.

a. The bank foreclosed Mr. Harris house.
b. The bank foreclosed on Mr. Harris' house.
c. The bank foreclosed on Mr. Harrsis house.

a b (c) 16. Jonathan is a policeman.

a. Jonathan is a policeman, and he saves people lives.
b. Jonathan is a policeman, and he saves peoples' lives.
c. Jonathan is a policeman, and he saves people's lives.

a (b) c 17. Miss UAPB has just won a title.

a. Miss UAPB has win the title "Miss UAPB-1981."
b. Miss UAPB has won the the "Miss UAPB Title."
c. Miss UAPB has won the title "UAPB-1981."

(a) b c 18. Terri friend bought her a record.

a. That record is Terri's.
b. Terri is that record.
c. That record is Terris'.

a b (c) 19. I'm a member of that club.

a. I am a member of the boy club.
b. The boys club I am a member of.
c. I am a member of the boy's club.

Part V. Variant Forms of Pronouns

Directions: Here are some sentences which contain a number of variant pronouns. All of the sentences do not contain such forms. If a sentence contains a form which is used in the General Dialect, write + in the appropriate blanks at the left. On the other hand, if one contains Black Dialect form, write the letters 0 in the appropriate spaces.*

0 1. This key is hern.

0 2. This one is mines.

+ 3. My mother, who has recently had a heart attack, she is doing better.

0 4. This dog is yourn.

0 5. Yes, it is a Holiday Inn, in St. Louis.

0 6. They did it to they selves.

0 7. My mother, she is sick.

0 8. It surely isn't hisen.

0 9. They are waiting they turn to go.

0 10. They pet is a pretty collie.

+ 11. Yes, there is a Holiday Inn, in Memphis.

+ 12. This is your pencil.

+ 13. No, it is ours.

0 14. It his pencil.

+ 15. Alice and her friends are coming over.

*In reading your choices, consider the usage of each pronoun because it may have the same morphological form in both dialects. Example: "This is they book" (0) and "They are right" (+).

Part IV. Over Inflection of Nouns, Verbs, Adverbs, and Adjectives

Directions: If a sentence is written in the General Dialect, place ± in the blank at the left. If it is 0, write those letters in the appropriate blanks.

0 1. He is the most handsomest man I've ever seen.

\+ 2. He is the cuter of the two.

0 3. That is the beautifulest flower I've ever seen.

0 4. Oh! He is the most hatefulest man on the football team.

\+ 5. He shouted down to her, "Sorry to disappoint you, but I'm a more busy man now. Come another time."

0 6. The bird flew more slower than his mate.

\+ 7. My morning paper boy is slower than my evening paper boy.

0 8. That fruit mousse is the better dish I've ever seen.

\+ 9. He was worse than the other accident victims.

\+ 10. He is the luckiest player I've ever known.

\+ 11. Bleak House is a more better novel than Vanity Fair.

\+ 12. He swims badly.

\+ 13. The driver drives fast.

0 14. I eats more than he.

0 15. The womens is sick of their no good husbands.

Part VII. Multiple Negation

Directions: If one of the following sentences contains an instance of multiple negation, place an 0 in the blank at the left. If it does not, place a + in the appropriate blank.

__0__ 1. The new club will take no member who has an average under 3.5.

__+__ 2. The weather man said that we won't have no rain tonight.

__+__ 3. The "St. Louis Cardinals" scarcely has nobody to play left field.

__+__ 4. This professor does not mind hurting nobody's feelings.

__0__ 5. None of his students like his methods of teaching.

Part VIII. Inverted Word Order in Indirect Questions

Directions: If any of the following sentences have inverted word order, place an 0 in the appropriate blank. If not, place an + there.

__+__ 1. She asked me how could I fail such an easy test.

__0__ 2. I wondered if it is going to rain tonight.

__+__ 3. I am trying to figure out why did she let Helen wear her new dress.

__+__ 4. I am thinking did she really do such a thing.

__0__ 5. I wonder whether he has done his best, or has just tried to get by.

Directions: In the blanks at the left, place the letter before the word or groups of words which best define the underscored words at the left.

a 1. Existentialism: (a) a philosophy dealing with man's condition in this world (b) a concept of God (c) an educational concept (d) none of these (e) all of these.

a 2. Discriminate: (a) to make a clear differentiation (b) to be nosey (c) to be cantankerous (d) none of these (e) all of these.

d 3. Establishment: (a) sororities (b) fraternities (c) nihilism (d) none of these (e) all of these.

a 4. Token: (a) a posturing position (b) a pictograph (c) superficial representation (d) none of these (e) all of these.

a 5. Apartheid: (a) a separation based on racial lines (b) one who runs for public office (c) one who is a terrorist (d) none of these (e) all of these.

a 6. Compromise: (a) a settling of differences (b) a peace treaty (c) detente between Russia and the United States (d) none of these (e) all of these.

a 7. Demeaning: (a) to debase one's self (b) to accept one's fate (c) to fight for one's rights (d) none of these (e) all of these.

c 8. Fashionable: (a) to be a non-conformist (b) to buy new clothes (c) to adhere to current styles (d) none of these (e) all of these.

d 9. Hostility: (a) a state of conformity (b) to like crazy looking clothes (c) a state of forwardness (d) none of these (e) all of these.

b 10. Hazel colored eyes: (a) blue eyes (b) light brown eyes (c) a state of forwardness (d) none of these (e) all of these.

d 11. Deliberately: (a) carelessly (b) rapidly (c) fast (d) none of these (e) all of these.

b 12. Assured: (a) to feel insecure (b) to feel secure (c) to confuse (d) none of these (e) all of these.

d 13. Aggravate: (a) to make angry (b) to make worse (c) to make ill (d) none of these (e) all of these.

b 14. Consorted: (a) to disagree with (b) to associate with (c) to challenge (d) none of these (e) all of these.

c 15. Sentries: (a) professors (b) wealthy men (c) guards (d) none of these (e) all of these.

c 16. Hovered: (a) to smother (b) to be at a distance (c) to linger close to (d) none of these (e) all of these.

__a__ 17. Sap: (a) plant juice (b) dumb (c) unlearned (d) none of these (e) all of these.

__b__ 18. Exception: (a) in accordance with (b) to keep out (c) to include (d) none of these (e) all of these.

__c__ 19. Traditional: (a) to oppose (b) to accept as an obligation (c) to adhere to the status quo (d) none of these (e) all of these.

__d__ 20. Delete: (a) to include (b) to be hopeful (c) to adhere to rules (d) none of these (e) all of these.

__b__ 21. Censure: (a) to admire (b) to chasten (c) to criticize severely (d) none of these (e) all of these.

__b__ 22. Alternative: (a) a lack of choices (b) choice of possibilities (c) a lack of opportunities (d) none of these (e) all of these.

__c__ 23. Commute: (a) to be stationary (b) to run around recklessly (c) to travel back and forth (d) none of these (e) all of these.

__a__ 24. Vulnerable: (a) unprotected (b) injured (c) crude (d) none of these (e) all of these.

__a__ 25. Harassment: (a) to make fun of (b) to laugh with (c) to exhaust (d) none of these (e) all of these.

__b__ 26. Insulated: (a) to carry (b) to protect (c) to insult (d) none of these (e) all of these.

__c__ 27. Seminar: (a) a large group of professors working on a common problem (b) a group of medical doctors trying to diagnose a medical problem (c) a small group of college or graduate students who engage in original research (d) none of these (e) all of these.

__b__ 28. Demon: (a) a dangerous germ (b) a devil or evil being (c) one of three hundred hard to spell words (d) none of these (e) all of these.

__a__ 29. Queer: (a) strange (b) families (c) haunting (d) none of these (e) all of these.

__a__ 30. Exorcism: (a) the act of freeing from spirits (b) to exclude (c) to include (d) none of these (e) all of these.

GLOSSARY OF SELECTED TERMS USED IN THIS GUIDE*

AUXILIARY BE

Forms of the auxiliary be which precede the main verb: Examples are "We are eating;" You are eating;" "Mary is eating." Notice that forms of the word be are used--not the word itself.

AUXILIARY VERB

Auxiliary verbs accompany particular forms of the main verb of a clause to form a unit expressing time, voice, or aspects of the main verb. Examples are be, have, and do. The Auxiliaries are placed before the subject in question. However, if there is a modal word, the modal precedes the subject. Examples are "Does Sally walk to school," but "Should Sally walk to school?"

CASE

The form of a noun or pronoun which indicates its function. There are three cases in English: the nominative, the possessive and the objective. Nouns in the nominative and objective case have the same form. This is not true of a noun in the possessive case. Thus, for example, "John hit me," and "I hit John," but, "This is John's hat." On the other hand, pronouns are inflected in each case and in the singular and the plural. Thus we have for the subjective case: I, you, he, she, it, we, you, they; for the objective case, me, you, him, her, it, us, them; and for the possessive case, my, mine, your, his, her, hers, its, their, theirs.

DIALECT

A variety of a language which is a part of a larger language. For example, Black Dialect is a part of American English.

DOUBLE NEGATION

A sentence containing two or more negative elements is an example of a double negative. Example: "I don't have no love no nothing.

DOUBLE NEGATIVE

See double negation above.

EXISTENTIAL IT

This refers to the use of it in situations where there is used in the General Dialect. For example, "It is a hotel in East St. Louis" instead of "There is a hotel in East St. Louis."

EXPLETIVE

The use of it as an expletive. For example, "It is a hotel in East St. Louis."

GENDER

Gender refers to the sex of the person or thing. The gender of the pronoun is the same as the gender of the noun. Thus she would refer to the noun woman. And he to the noun man. It refers to a neuter noun; dollar which has no gender would be referred to as it. In cases in which the sex is not known, the pronoun it is used.

GENERAL DIALECT

In this Guide, the term "General Dialect" is used to refer to that variety of English spoken by educated persons over the widest geographical area in the United States. It differs phonologically and sometimes morphonically from the other regionally dialects Eastern and Southern English.

HYPERCORRECTION

When a speaker uses a form which corrects one which is already correct, he is said to be guilty of hypercorrection. For example, in Black Dialect, a speaker might say I likes your dress.

INDIRECT QUESTION

Indirect questions in General English follow the same word order as direct questions. For example, "I wonder when he will come?" In Black Dialect, the word order is reversed: "I wondered why did he do that." In other words, the word order in General English is subject-verb-object or complement, whereas in Black Dialect, it is often verb-subject-object or complement.

INFLECTION

The changes through which a verb goes to indicate given grammatical features. For example, wait waited, go gone and sit sat.

INVARIANT "BE"

The verb be is made up of several verbs: am, is, are, was, were, and been. Black dialect speakers often use the verb be to indicate all situations. For example, whereas a General Dialect speaker would say, "I will be there tomorrow," a Black Dialect speaker might say, "I be there tomorrow."

INVERTED WORD ORDER

See indirect question above.

IRREGULAR NOUN

Most English nouns form their plurals by adding the suffixes s or es. However, there is a class of nouns, the plurals of which are formed by changing internal vowels, by using the singular for the plural, or by adding the suffix ren. Thus "boy boys," "foot feet," "sheep sheep," or "child children." A Black Dialect speaker might use a variant form of some of these. Hence "childrens," "feets," "foots," or "sheeps."

LINKING VERBS

Verbs which connect the subject of a sentence to a noun or an adjective are known as linking verbs. Examples are "The flowers are beautiful," "He became tired," or "The perfume smells sweet." The verbs include the parts of be, plus appear, seem, sound, etc.

LOCALISM

A language system which is peculiar to a given area. In this Guide the grammatical features of Black Dialect are discussed.

MORPHOLOGY

The ways words are constructed in a language. For example the third person, present tense , is the root word, work, plus the ending s. Hence "He works at night."

MULTIPLE NEGATION

See Double Negation above.

NEGATIVE BE

The use of the negative form of be as in "They aren't here." In General English, the negative form follows the auxiliary form be. It precedes be and is attached to do in Black Dialect. For example, "He don't be doing anything." Sometimes "negative be" may be used with the copula: for example, "They don't be doing nothing."

NOUN ZERO PLURAL

The omission of the s to indicate the plural is called the noun zero plural. For example, "My mother has two sweaters."

NOUN ZERO POSSESSIVE.

The omission of the s to indicate the possessive case is called the noun zero possessive. This is a feature of Black Dialect. Hence "My mother sister is here," instead of "My mother's sister is here."

NUMBER

Number is a feature of both nouns and verbs. This feature takes the from of both singular or plural where nouns are concerned. Hence "The boy is here." "The boys are here." Verbs are affected by number only in the third person singular: "He hits the ball every time."

OBJECTIVE CASE

Nouns and pronouns may be in the objective case, but only the latter have different forms to indicate the objective. For example "Mary hit John," but "Mary hit him." See Case above.

OVERINFLECTION

Overinflection is the addition to a form that is already inflected; for example, "two womens" and "childrens."

PAST TENSE

Past tense is a form of a verb which shows that the action was completed some time in the past. The past tense of some verbs in indicated by the addition of d or ed to the present: for example, hope, hoped. The past tense of other verbs is formed in other ways: for example, do-did, eat-ate, give-gave.

PERFECT TENSE

The perfect tenses show that the action has been completed, was completed, or will be completed at a given time. The tenses are indicated by the use of the past participle of the verb with have, has, had, or will have. For example, "I have eaten, "He has eaten," (present perfect), "He had eaten (past perfect); I shall have eaten (future perfect).

PERSONAL PRONOUN

Personal pronouns are used in place of nouns. There are different pronouns to indicate the person speaking, the person spoken to, or the person spoken about. They are as follows: First person pronouns - I, me, my, mine, we, us, our, ours; second person - you, your, yours; third person - he, him, his, she, her, hers, it, its, they, them, their, theirs.

PHONOLOGY

The sound system of a language or languages.

POSSESSIVE CASE

The form of a noun or pronoun which shows ownership. See Case above.

PREDICATE NOMINATIVE

A noun or pronoun that completes a verb and refers to a subject. For example, "Connie is my sister."

PRONOMINAL APPOSITIVE

A noun that renames another noun or pronoun which it follows is an appositive. For example, "Jim, the president, is six feet tall," or "Tom, he in the blue suit, is my friend." If an adjective follows the conjunction, it is called a predicative adjective.

SPEECH COMMUNITY

A group of people who use the same language system of a given language. Hence those who use Black Dialect form a speech community.

STANDARD DIALECT

In this Guide Standard Dialect and General Dialect are used interchangeably.

SUBJECTIVE COMPLEMENT

Sometimes called a predicate nominative as a predicate adjective. See Pronominative Appositive above.

SUFFIX

An ending added to the end of a word to denote its function in a sentence. For example, ness added to "good" produces "goodness" thereby giving a different meaning to the sentence, since it changes an adjective to a noun.

SYNTACTIC

A form which relates to the arrangement of sentences.

SYNTAX

The relation to sentence and phrase construction.

ZERO CUPULA

The omission of the cupula. For example, "I tired." This is a common feature of Black Dialect.

WEAK VERBS

Verbs the past tense and past participle of which are formed by the addition of d or ed, as contrasted with verbs which change and internal vowels, called strong verbs. Examples are walk, walked, walked (weak verb) and give, gave, given (strong verb).

WORD ORDER

This refers to the order in which words occur in a sentence. Since English has few endings, word order is of great importance. For example, "The bear ate the man" and "The man ate the bear." The only way who ate whom is indicated is through word order.

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